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Personality and Demographic
Factors of Qualified Tasmanian
Librarians

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Personality and Demographic Factors
of Qualified Tasmanian Librarians

Grant N. Stebbings

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(iii)

'And what will the librarian be like in
1984?'

Anonymous reader

'Twenty two acknowledged concubines and a
library of 62,000 volumes attested the
variety of his inclinations; and from the
productions which he left behind him it
appears that the former as well as the
latter were designed for use rather than
ostentation.'

Edward Gibbon, History
of the Decline and Fall
of the Roman Empire

ABSTRACT

This study investigated the demographic factors and personality of a group of qualified Tasmanian librarians.

Ninety five librarians employed at the academic, public, school and special institutions were tested during May to July, 1973. The tests administered were the 16 PF - Form A, the EPI - Form A, and an Information Sheet.

The findings: (1) Half the female librarians are relatively young; the majority of librarians live in Hobart and the surrounding suburbs, especially the southern Hobart area; the majority are of Australian and British nationality; over half the librarians are married; the female librarians tend to receive lower salaries; most librarians possess B.A. degrees; a third of librarians in all institutions have obtained their qualifications since 1970; and there has been a considerable growth of librarianship in Tasmania. (2) Generally, librarians are of above average intelligence, experimenting, critical, self-sufficient, resourceful, resolute persons. They tend to be neither unduly attentive to nor conventional in practical matters but to be a sensitive, effeminate, aesthetically inclined group. They tend to be aloof and reserved persons, who prefer working alone rather than dealing with people. As a group, librarians tend also to be casual and less dependable. (3) Although both reader services and technical services librarians exhibit the above qualities, reader services librarians tend to be

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less attentive to or conventional in practical matters but possessing more self-confidence. (4) Technical services staff, especially older technical services librarians, female technical services librarians and female cataloguers, are more silent, serious and uncommunicative than reader services staff. (5) Results generally concur with previous studies of the librarian and at least dispel the image that reference librarians are extraverted and cataloguers are introverted.

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INTRODUCTION

CHAPTER I

INTRODUCTION

Statement of the Problem

There has been a rapid growth in the profession of librarianship in Australia in the last ten years, together with an increased awareness by the public of the value of library services. Traditionally, librarianship was concerned with acquiring and preserving information, but increased knowledge and the development of new forms of recording and retrieving information, has broadened the librarians' role. Today, the librarian collects, organises, preserves and actively disseminates many forms of recorded information.

Library facilities in Australia have improved dramatically during the last decade. The National Library's collections have shown a remarkable increase, and every university library now occupies new or greatly improved premises and their collective holdings have more than doubled in the last decade. Additionally, Colleges of Advanced Education have been established in each state to provide tertiary education, equal to, but different from that offered at the universities. The state libraries and local public library systems, the school libraries, and special libraries have all experienced a similarly dramatic improvement in collections, facilities and services.

In Tasmania, the University Library's extensions were completed in 1970 and its stock now numbers some 250,000 volumes and 6,000 periodicals. The Tasmanian College of Advanced Education, founded during 1970-72 occupies a new campus and its library, called a Resource Materials Centre, is a multi-media facility which currently houses 40,000 volumes and 1,400 periodical titles. It represents a depository of information in many forms - books, periodicals, audio-visual equipment, and a planned future computer. As the needs of the College alter, the Centre is so designed that it can flexibly incorporate new facilities into its structure. Professionally competent and involved staff, together with subject specialists will co-ordinate the library and audio-visual services (Levett, 1972). The State Library of Tasmania, occupied a new library complex in 1972 and provides reference and lending services from its stock of 227,000 volumes. The State Library has been active in promoting a network of library services throughout the State, based on strategically located regional libraries. School library services in Tasmania have experienced a rapid improvement with the help of Commonwealth subsidies, government expenditure and local funds. It is the Education Department's policy to provide qualified library staff in every school as the school extension programmes continue. The number of Special Libraries in Tasmania has almost doubled. In 1954

there were 19 libraries, 24 in 1961, and 35 in 1972, excluding the 8 Special Libraries at the University of Tasmania. These Special Libraries are mainly attached to government departments, public utilities or commercial organisations who determine the library's interests, functions and activities.

Another important change during the last decade has been the acceptance of librarianship as a valid subject for study at the tertiary level. Ten years ago, Australian librarians studied privately for external examinations conducted by the Library Association of Australia; now there are full-time schools of librarianship at one university and at six colleges of advanced education, and the L.A.A.'s examination system is being phased out. These new schools have resulted not only in an increased number of entrants to the profession, but also in the production of better trained librarians.

Improved library services and facilities inevitably increases the demand for them, and therefore the demand for more librarians possessing a higher level of skills, and the personal suitability for making a successful contribution to the profession. The 'explosion' in published information, the use of non-book media in libraries, the increased reliance on computer-based systems of information control and retrieval, and the increasing sophistication of the needs of library users at all levels, make it essential that librarians be professionally trained,

competent, involved, and motivated.

In most occupations it is thought that many personality types are initially attracted towards the work situation and then the learning process requires them to adopt certain professional roles and attitudes. Douglass (1957) maintained that in librarianship, students with certain personality traits enter library careers and that their personalities are not altered significantly by the library training. If this is correct then training programmes that are designed to teach the fundamentals of library work and provide the student with a sense of professional motivation, may need to look more closely at selecting the appropriate and desired personality at the commencement of a career if 'successful' librarians are required.

In most libraries the duties of professional librarians can be divided into technical services and reader services areas. The former embraces the selection, acquisition, cataloguing and classification of library materials, whilst the latter involves assisting the public to identify and use relevant materials. Because of the different interests and skills involved, librarians tend to specialize in, or at least prefer, one or the other areas of work, and the question is often asked; What sort of person should be chosen for librarianship and which librarians are best suited to reader services or technical services work? This study attempts to identify some of the prevalent

personality characteristics of 95 qualified Tasmanian librarians in academic, public, school and special libraries, to identify their personality characteristics in relation to the type of institution and in regard to whether they are reader services or technical services librarians, and to describe the demographic factors of the profession in Tasmania.

Personality and Occupational Choice

The process of vocational choice is determined not only by scholastic ability and vocational interests but also by environmental factors e.g. social class background. This process has been studied by many research workers in the field of education, psychology and sociology and various theories have been developed to explain the factors that bring people to an initial choice of occupation.

Ginzberg et. al. (1951) tentatively formulated a comprehensive theory of occupational choice based on the observation and interviewing of 92 subjects, sampled cross-sectionally at two year intervals. They saw occupational choice as a largely irreversible process with compromise between interests, capacities, values, and opportunities an essential aspect of every choice. The choice is a developmental process which takes place over a period of years encompassing three periods; fantasy choice, extending from early childhood to puberty; tentative choice

in early adolescence; and realistic choice in early adulthood depending on the level of maturity reached by the individual.

This theory was criticized by Super (1953) as not adequately considering the research literature, defining choice as preference rather than using the term as entry or implementation of choice, incorrectly distinguishing between choice and adjustment since choice is a continuous process even with increasing age, and failing to study or describe the actual compromise process. Super proposed his own theory, encompassing ten diverse elements in vocational development. People differ in their abilities, interests and personalities, and by virtue of these, they are qualified for a number of occupations just as each occupation requires different suitable individuals. Choice adjustment is a continuous process as the individual passes through the life stages of growth, exploration, establishment, maintenance and decline. The individual's career pattern is determined by his parental socio-economic level, his mental ability, his personality, and the available opportunities. A self-concept is developed and implemented, enabling various roles to be played and evaluated by superiors and fellow employees.

Strong (1943) in Super and Crites (1962), represents the narrow view that occupational interest types grow out of the development of the individual personality. He states that the interests of a person reflect inborn

abilities, they are largely present prior to entrance into an occupation and while figuring in the choice of occupation are not significantly changed by other factors after the choice. Douglass' (1957) findings covering the student librarian correspond with this outlook.

On the other hand, Guthrie (1944) in Super and Crites (1962), postulated the role theory i.e. a person's attitudes will be influenced by the role he occupies in the social system. As learning reinforces the role behaviour, the individual may be established more firmly in his occupational personality by knowledge of the particular stereotype of the occupation, and by the reflection of the stereotype which is held by others in the profession about themselves.

Roe (1956) speculated that hereditary factors, the early experiences, satisfactions and frustrations, the eventual attention directedness, and the organisation and intensity of unconscious needs affect vocational choice. Differences in parental handling of children, parental attitudes and adult behavioural patterns further influence vocational choice.

Although too broad, or too specialized, the theories do appear to assume that a person's vocational choice is influenced by heredity, cultural and personal factors such as peers, parents, significant others, social class and physical environment. As the person develops preferred methods for dealing with the physical and social environments and his abilities, he selects a

vocational choice situation that will satisfy his orientations to life. In his choice of a vocation a person will search for those environments that fit his personality orientation (Holland, 1962), e.g. social workers, teachers and therapists search for a supportive environment.

As occupational theorists advanced to a systematic investigation of occupations, similar occupations were listed in several 'interest groups', each stratified to encompass a wide range of occupations. Although the lists may agree on categorizations, semantically they may differ somewhat. Roe's (1956) classification was comprised of eight groups with six levels ranging from professional and managerial to unskilled. The list consisted of Service, Business Contact, Organizations, Technology, Outdoor, Science, General Cultural, and Arts and Entertainment. Librarians were included in the General Cultural group because of their personal and cultural factors, academic ability, together with social and clerical abilities.

Kuder (1960) developed a method of screening prospective employees and aiding the replacement of present ones by considering enjoyment derived from a type of work and the necessary abilities for the job. His inventory measures preferences by ten broad areas; outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. A professional

librarian is classified under the literary area, i.e. a person who has a preference for reading and writing. Classification is also possible in the literary - clerical, semi-professional combination where office-type work requiring accuracy and precision is necessary. Other interest inventories which attempt to relate personality traits to vocational selection are the Strong Vocational Interest Blank, the Edwards Personal Preference Schedule, the Allport-Vernon-Lindzey Study of Values, the Minnesota Multiphasic Personality Inventory, Eysenck's Personality Inventory, and Cattell's 16 Personality Factor Test.

Such 'interest group' descriptions pose the problem of generality whilst allowing for a wide scope. They cannot hope to be accurate enough for each of the many levels within each group, nor can they adequately account for occupations which fall into more than one category. Whilst this classification method enables an overall view, it is technically inadequate.

Psychologists have often posited that a personality type will only be satisfied within a certain area of occupational interest. Abilities need to be considered but psychologists would indicate a closer relationship between personality and occupation than between ability and occupation. Sociologists consider that the individual may be successfully moulded into a number of different occupations although each situation has its own social pressures and attitudes. It is assumed that personality

factors as mentioned by Holland and Ginzberg are conditioned by the social environment and that vocational choice is determined by the available education system, the range of prescribed occupations, the qualifications required and what material wealth the person could obtain. Equally important, according to the sociologists, are people's perceptions of the occupation and the vocational structure. Such perceptions of their achievement, the socially desirable goals and the opportunities are crucial factors which influence choice. Sociologists then explain the process of vocational choice in terms of social experiences, reference group behaviour, and the opportunities perceived by the individual.

Singh (1963) reviewing the studies, maintained that personality traits do not appear to have a clear relationship with occupational choice as do interests, aptitudes and intelligence but concluded that personality needs may differ according to different professions. On the other hand, Elton (1967), investigating the influence of personality and aptitude predictors on the vocational choices of male freshmen, revealed that personality factors account for a major part of discrimination in vocational choice.

As there often appears to be inconsistent relationships between personality and vocational interests, researchers have concluded that one cannot always be predicted from

the other. Rohila (1970) found that whatever statistical technique is employed to evaluate results, personality accounts for only 40 to 50 per cent of the variance in vocational interests. Perhaps some occupational personality (type) can be isolated and described as McClung (1964) was able to achieve with life insurance salesmen, clergymen, engineers, journalists, and theoretical physicists. As well as identifying the occupational personality, the stereotype of the occupation was consistent with the self-report of at least 7 successful or eminent subjects for each group.

Bryan (1950) demonstrated that librarians as a group scored differently on personality inventories to other occupational groups, and Douglass (1957) found that it was also true for library science students. Whatever the characteristics of librarians as a group any persistent and common personality factors may be important clues to understanding librarians, their environments and the interaction between the two.

Although personality theorizing has centred around the trait assumption that an individual's behaviour is cross-situationally consistent, Mischel (1968, 1969) asserts that the hypothesis is not supported by the relevant data. It has not been fully accepted that people are transituationally consistent for responses may be specific to different settings. Social learning

and dynamic theories of personality are considered separate entities, and even similarity of behaviour is not complete evidence for consistency of personality. Whatever future generalized statements can be made about librarians, an attempt will be made in this limited investigation to account for possible personality differences due to specific work areas.

Previous Studies of Librarians and Library Students

A review of the published literature in this area indicates that past research has usually been concerned with only one type of librarian, e.g. academic or public, without due emphasis placed on the functional roles or the many types of librarians. Alice Bryan's (1952) survey, gathered information on 3107 American, professional, public librarians during 1948, but did not include other areas of librarianship, despite the important and significant library developments in America at that time.

The general conclusions of this study were that public librarians were not a clearly defined group, that salaries were inadequate and inequitable, and that a large proportion of personnel were not fully educated professionally and were inadequately organized and supervised.

After investigating the personality traits of 157 male and 1,651 female professional librarians on the

Guilford-Martin Inventory of Factors, GAMIN, and their interest patterns on the Strong Vocational Interest Blank, Bryan concluded that the data helped to 'correct the stock caricatures of librarians based on chance impressions of striking deviants in the profession' (p. 442). The information obtained, however, did indicate that librarians as a group were below the norms of persons of comparable education in the areas of leadership and self-confidence, and that their interests expressed aesthetic appreciation and critical appraisal rather than creative pursuits.

Specifically, the typical male and female librarian as compared with the average male and female university student, was more submissive in social situations and possessed fewer leadership qualities. Both males and females expressed a normal range of masculine and feminine attitudes and interests but tended to lack self-confidence and felt somewhat inferior. Both expressed an average drive for overt activity, a normal range of nervous tension and irritability, and on the whole, both males and females seemed reasonably well adjusted.

Within the general personality profile it was found that the married male librarians as compared with the single males, were low on the overt activity drive and the nervous tension and irritability scale, but they scored high on the masculinity and self-confidence scales.

The married females as compared with the single females were higher on the overt activity level, social ascendancy, self-confidence, and femininity, but experienced higher nervous tension and irritability. Bryan did not speculate on the possible reasons for these differences.

Morrison (1961), investigated the social, economic and demographic origins of American academic librarians, their education and training, and their vocational experience in librarianship. Questionnaires were returned from 707 librarians, categorized into major executives, minor executives and others. Information gathered by means of the Ghiselli Self Perception Inventory provided a psychological description of the group. This forced-choice, adjective checklist contained traits defined in terms of the librarians' reactions to his work and not in relation to his general life adjustment. As subjects rated themselves this was considered by Ghiselli as providing as much valid and distinguishing information as the more elaborate personality tests. A search of the various editions of The Mental Measurements Yearbooks failed to reveal any critical references to this test but the inventory can probably be criticized for its inadequate control of possible sociably-desirable response sets.

The results of Morrison's study agreed with Bryan (1952) and Douglass' (1957) work that academic librarians do not

fit into a stereotype, or do they have a common occupational personality. Academic institutions have a wide spectrum of personalities within their ranks, and it was suggested that librarians should resist being 'typed' into a role. As a group, the librarians were described as intelligent although different levels were not distinguished. The successful executives tended to display poor initiative and lack of aptitude in, and dislike for personnel supervision, which Morrison contended may not be overcome by appropriate training. Lack of forceful leadership in the major executive group, although not as predominant in comparison with similar occupational levels was higher than the average scores of non-executives.

The academic librarians were, however, more sure of themselves, but ^{this} coupled with a lack of initiative, could (unfortunately) indicate an inaccurate perception of feelings of self satisfaction. Their lack of undue anxiety or neurotic behaviour could be accounted for by the socially isolated and protected environment in which the academic librarian works, a different environment to that of public librarians. Perhaps higher levels of anxiety, Morrison concludes, could facilitate increased initiative and the undertaking of increased responsibilities.

Morrison found that librarianship, unlike medicine, was not a homogeneous subculture in society. Like other

studies his results indicated heterogeneity instead of librarian socialization, probably facilitating flexibility and role-orientation. Morrison concludes that 'the overall, composite "personality profile" of academic librarianship is something less than ideally suited to the task of carrying out the complex and difficult mission of the academic library' (p. 89).

McMahon's (1965) study investigated the personality traits of 30 Tasmanian librarians, 18 females and 12 males from public, university and special libraries of the state. She considered their attitudes to the profession and studied their demographic and career factors. The information was obtained through the MMPI, the Allport-Vernon-Lindzey Study of Values, the Thornton Attitude Scale and an Information Sheet.

It was generally found that both male and female librarians were sensitive and insecure, that male librarians were prone to worry, and at times were over-controlled, whilst female librarians were idealistic, socially withdrawn and somewhat depressed. Both males and females placed high emphasis on aesthetic values i.e. generally interested in artistic episodes of life, but low emphasis on economic values i.e. practical and useful values. Subjects expressed mildly favourable attitudes towards librarianship and the findings substantially agreed with Douglass (1957), and Morrison (1961) studies that librarians lacked forceful leadership.

The MMPI scale used in the McMahon study, is based on traditional psychiatric classifications which has a dubious theoretical foundation, in that score patterns must be examined rather than individual scale scores, if meaningful results are obtained. Factorial analyses on the obsolescent categories have indicated that the items should be grouped differently on the basis of their interrelations (Anastasi, 1968). Inadequate reliability, normative samples and cultural differences also mark the MMPI as a questionable scale.

The reasons for choosing librarianship as a career were generally expressed as interest in books and in service to the community. Although chance factors and lack of positive ambition were present, the decision was generally made later as another career choice. As the librarians had a predominant interest and education in the arts and literature, McMahon concluded that by training and background they may not be adequately suited to scientific research in librarianship.

In a study identifying and describing the factors which influenced Canadian library school graduates to commence a professional career in an academic or a public library, Denis (1970) investigated the environmental and personality factors which were involved in their first career decision. The personality traits were measured by means of three inventories, the Allport-Vernon-Lindzey Study of Values, the Kuder Preference Record - Vocational, and the Edwards Personal Preference Schedule. The study

covered 648 librarians who had accepted their first professional position in an academic or a public library and the information was obtained by mail questionnaire methods.

The findings indicated that more men were becoming librarians and many of them were French - Canadians or immigrants who preferred to work in academic libraries. Almost one-third of the subjects came from low - middle and labouring classes; that academic librarians had more advanced academic degrees than the public librarians; and that more male than female academic librarians were from lower social class families. The study revealed that librarians who accepted their first position in an academic library did so because of their interest in students, faculty and campus life, their conviction that academic libraries had an important contribution to make to education, and their familiarity^{with,} and previous use of, academic libraries. On the other hand, librarians who selected public libraries as their first position did so because of the opportunities to meet and serve people, because they had worked in and become familiar with such libraries, and because they had previously used them.

Despite the questionable reliability of the above retrospective information, if it was collected after the last 1967 graduation, the findings revealed that male academic

librarians as compared to male public librarians were conservative, conformist, rigid in thought and action, and possessed feminine interests that were more typical of clerical rather than professional people. It was also found that the female academic librarians were more independent and non-conformist than the female public librarians, that they possessed greater achievement drives, and that they were more inquisitive and less interested in dealing with people.

The most recent study on the personality of the librarian was conducted by Sladen (1972) on a small population of six qualified, female librarians. From the test results of 25 librarians on Cattell's Sixteen Personality Factor Questionnaire, 17 subjects were eliminated who did not possess professional qualifications, and the remaining 8 female, qualified librarians were studied, further omitting another two subjects, one because of age, and the other because she had obtained a university degree before obtaining library qualifications. The results of these six librarians were compared with a group of 100 librarians attending a conference by means of a short form of twenty questions representing Factors A, H and Q2 on Cattell's 16PF. Thus the scores obtained from the conference's participants of 60 females and 30 males on 20 items, were compared with the 6 female librarians that Sladen had previously fully investigated.

The conclusions reached were that the average

librarian was above average in intelligence, (Factor B) but more introverted than the general population (Factor A), lacking confidence (Factor H), and possessing feelings of inferiority. An extended investigation of the 8 qualified librarians indicated that they did not possess dominance (Factor E) or leadership (Factor C & G) but they did possess feelings of inferiority and lack of confidence.

This particular minor study can be criticized for its method of sampling. Since a comparison of the mean scores of 25 librarians with the average results of the population did not reveal any significant differences, except in intelligence, Sladen excluded 17 subjects so that he obtained distinguishing mean scores of 8 qualified female librarians. His conclusion that the average librarian tends to be more introverted than the general population cannot be generalized from a biased sample of 8 female librarians. Including the seventeen scores which he chose to ignore would have given him insignificant results but possibly at least a normal distribution.

In a study of the personality characteristics of library school students, Douglass (1957), investigated 124 male and 400 female students who were enrolled in 17 library schools during 1947-48, and 20 male students who were enrolled at the University of Texas library school during 1955-57. Douglass administered a questionnaire

sheet and five personality inventories. They were the Minnesota Multiphasic Personality Inventory, the Bernreuter Personality Inventory, the Allport-Vernon Study of Values, the Allport-Allport A-S Reaction Study, and the Terman - Miles Attitude Interest Analysis Test. Douglass assessed the library students from the standpoint of an experienced and qualified librarian and he formulated eight specific hypotheses in an attempt to ascertain the extent to which the library profession selected members with a characteristic personality configuration.

Douglass concluded that the library science student was generally not a very dynamic person as compared with the average graduate student. He was characterized by orderliness, meticulousness and neatness, traits that were more pronounced in females than in males. Both males and females were highly conscientious and they were exceptionally conservative and conforming i.e. traditional in their thinking with stereotyped opinions and attitudes, often averse to change and thus possibly over-concerned with the impression they made on other people. Whilst the male library student possessed a strong sense of responsibility, the extent of the female library student's sense of responsibility was not as marked as the average female graduate student. According to Douglass, the above-mentioned qualities characterized the library student as a perfectionist, a person who^{was} often over-critical and inclined towards rigid attitudes, thinking and behaviour.

The library student was inclined to be an apathetic, passive, detached, indecisive, unmotivated and unimaginative

person. Together with his lack of vigour and strong convictions he also lacked leadership and social ascendancy. He was strongly introspective, preoccupied with subjective feelings, but self-sufficient. Although he did not lack interest in people and their problems, his interest was mainly intellectual and idealized rather than emotional. Consequently, the tendency towards aloofness, his impersonal attitude towards people and his self consciousness, all indicate his ambivalence and difficulty with interpersonal relationships.

Males were more feminine in their interests i.e. they possessed literary and aesthetic interests, and they were possibly more sensitive and passive in their emotional adaptations than other men. Also they had theoretical, aesthetic and social values rather than economic, political or religious ones. The females, on the other hand, had more social, religious and theoretical values rather than economic or political ones.

Douglass found that librarian students were not unduly anxious or neurotic and that possibly due to the above traits they had developed an effective defence mechanism to prevent undue anxiety. In summary, Douglass concluded that the average or typical library student possessed traits which were suitable for 'close and persistent attention to details, regular, regulated and systematic performance, conscientiousness, dependability, and a

strong sense of responsibility' (p.125). Many of the traits, however, were not considered as desirable for potential leadership, 'distinguished scholarship, imaginative research, or other highly creative attainments' (p.125).

Letarte's (1968) study attempted to relate the changes in self concept, occupational role concept and occupational role requirement to the type of library experience, such as practical or academic, experienced by new female library students. All new full-time library students without any prior library experience who enrolled at the Prexel Institute of Technology Graduate School of Library Science in 1967, and all newly employed female librarians from six libraries with a maximum non-professional qualification of a bachelor's degree, were involved in the study. An instrument, known as the Librarian Characteristics Survey, devised to measure self concept and occupational role concept was developed by asking graduates from the Library Science School to suggest traits which were descriptive of librarians and by searching the literature on librarians. The resulting instrument, named the Personal Characteristics Survey, was administered to another group of graduates from the same school who checked how true each statement was for more effective and less effective librarians. Analysis of the responses indicated that the new full-time librarians

and the new full-time students in library science differed significantly in their self concepts and in their occupational role requirements i.e. the images which experienced librarians have of practising librarians. Additional analysis of the individual item responses suggested that the group of newly employed librarians used negative responses to describe librarians, the same traits which experienced librarians had used to describe the least effective professional woman librarian. Letarte concludes that library educators and employers need to introduce more meaningful neophytes to the profession to counteract the negativism.

Clayton (1970), in an attempt to discover why people who enter librarianship do so after working in some other field, such as teaching, investigated the personality characteristics of 150 full-time library science students in 1967 from the University of Oklahoma by means of the California Psychological Inventory and a specially designed questionnaire. Only the male population of the study is reported but it is stated that the 115 female subjects exhibited similar characteristics.

The 35 male students had lower mean scores on all of the inventory's eighteen scales except femininity which was significantly greater than the scale's established norm. Analysis of the data and information obtained on the student satisfaction with full-time work prior to entering the library school by means of 1 - 10 self-ranking scale,

indicated that those students who were highest on the femininity scale were the people who were most dissatisfied with their former work. As Clayton (1970) indicates the point of this association is unknown and speculation to its relevance can only be conjecture. Do high scorers on the C.P.I.'s femininity scale help to describe the best type of personality for librarianship as patient, sympathetic and appreciative librarians? Perhaps these traits in librarians are useful characteristics, and if not, the antitheses to femininity in library personnel might be considered by the public as a doubtful advantage.

Due to the small sample, Clayton (1970) refuses to generalize his findings and couple them with information obtained from previous studies, by stating that librarians tend to be refugees from other competitive, stressful or tension arousing occupations. Even if librarians change to a new occupation for intellectual and education - oriented reasons, how can librarianship ever become a well established profession if a substantial proportion of its members do enter the field only after they become dissatisfied with their first choice of occupation?' (p.398) . If academic libraries are to become central to the educational process then the librarians probably need to be imaginative, innovative, enterprising and ambitious people. When Clayton (1970) considers that library students should possess more aggression and less femininity, greater positive - mindedness, goal-oriented and improvement -

seeking behaviour, he is probably seeking individuals with appropriate self-enhancing behaviour who shall act for themselves and achieve their goals.

In summary, the above studies have shown that librarians are of above average intelligence (Morrison, 1961; Sladen, 1972), possess aesthetic values (Bryan, 1952; McMahon, 1965), and are not unduly anxious, nervous, irritable or neurotic (Bryan, 1952; Morrison, 1961). Although Librarians appear to be well adjusted, McMahon (1965) found them to be sensitive and insecure or somewhat feministic, especially the males (Denis, 1970; McMahon, 1965). Lack of self-confidence, dominance, initiative and forceful leadership are factors which have been used by many researchers to describe librarians (Bryan, 1952; McMahon, 1965; Morrison, 1961; Sladen, 1972). Library students, according to Douglass (1957), possess similar personality characteristics to qualified librarians, whilst male students have feminine interests. (Clayton, 1970; Douglass, 1957).

The Image of Librarians

Librarians are frequently written and spoken of in unfavourable terms, and even librarians themselves tend to be self-derogative, or at least think of other librarians in derogative terms. Whilst interviewing librarians and

gathering data for this study, one librarian referred to his contemporaries as 'a kinky lot' whilst a reference librarian referred to cataloguers in scathing tones as 'those back-room people'. Many professions have negative or deprecatory public images and librarianship appears to be no exception. If reference librarians are the glamour pussies then cataloguers must be the sour pussies!

Douglass (1957) has described librarians' self-condemnation in many articles as an almost masochistic quality. He found that the public and librarians were aware of and agreed on the essential details of the stereotype librarian. Typical unfavourable phrases in the literature described the American librarian as introverted, aloof, unimaginative, pedantic, conservative, meek, retiring, overorderly, chained to routine, and lacking in scholarliness and knowledge of books. Favourable phrases were intelligent, co-operative, courteous, friendly, conscientious and possessing a sense of humour.

Form (1946) considered that the general image of librarians was an important factor in the recruitment of library students. He obtained a list of impressions from college freshmen, seniors and lay people. Although the 273 subjects were not a randomized sample, he found that over half the impressions were negative personal and social ones. Librarians were regarded in such terms as mousy, meek, quiet, plain, dully, introverted, queer,

grouchy, frustrated, impatient, conservative, dogmatic, pedantic, ignorant and stupid. One-third of the impressions were positive, however, and consisted of such aspects as intelligent, educated, cultured, well-read, co-operative, helpful and patient, pleasing, friendly and possessing a sense of humour. One-fifth of the comments were neutral impressions such as book lovers, bookish, average and ordinary.

Leigh and Sewny (1960) considered that there were several real and powerful images of librarians ranging from

'the very favourable picture of the scholarly, "resourceful" professional who is accessible, friendly, skilled, and eager to help the library user, and who discovers for him the materials he needs but knows not of, to the picture of the timid, plain-looking female, conservative morally and politically, middle-aged or older, . . . busily stamping her 3 x 5 cards and collecting pennies for overdue books' (p.2090).

In an attempt to improve the unfavourable image the Alumni Association of the School of Library Service at Columbia University, as reported by Leigh & Sewny (1960), maintained that librarians need to be aware of the major causes. Many library users do not always realise that a considerable amount of library work is performed by clerical assistants, whilst the professional librarians work behind the scenes. Secondly, early public impressions of librarians in small community centres are of non-professionally trained people who work part-time and perform clerical tasks. Thirdly, the public has come to regard librarianship as a job requiring a general education, knowledge and interests rather than a specialist training. Consequently, it was suggested that librarians need to develop their subject knowledge and specialization in order that they may be recognized, especially by academics, as valuable special contributors to academic research.

Recent unfavourable public images have possessed the humorous touch despite their serious qualities. American Motors advertised their Javelin as being such a hairy-looking car that it might scare some customers off, including librarians. A barrage of letters received by American Motors indicated that librarians resented the implied stereotype in the advertisement, as being timid, stuffy and conservative. American Motors later published apologies in the literary press, and invited librarians to

inform their American Motors car dealer when next buying a Javelin (Libraries College and Research, 1971).

The old maid librarian image was portrayed in an advertisement in the June, 1972 issue of the American magazines, McCalls, Redbook and Better Homes and Gardens. The advertisement pictured several healthy people enjoying munching Nabisco Chipsters Potato Snacks whilst Mildred Mason, the town librarian, was depicted as a frumpish, old-maidish, severe faced, high-collared, muncher. Librarians marched on the New York City Nabisco Company headquarters to protest about the librarian stereotype advertisement. A real Mildred Mason, the head librarian of Reynolds Metals Company in Richmond, Virginia, light-heartedly protested and accepted an out of court defamation settlement of a box of Nabisco Chipsters. Several protestors continued to seek withdrawal of the advertisement and eventually Nabisco apologized, stating that the advertisement had been intended as humorous (Library Journal, 1972; Wilson Library Bulletin, 1972).

Even if the image can be changed, what should be the new image? If the image is partly true, it could be considered that it helps to determine behaviour by coercing librarians to conform to the image (Wiebe, 1960). If the negative qualities outweigh the positive attributes (Form, 1946) then the image could conform with the real behaviour and it might be necessary for librarians to change their behaviour and thus alter their unfavourable

public image.

The image can also influence recruitment. If prospective library students see the librarian's job in unfavourable terms then they may be discouraged from embarking upon a library career.

Whatever is the image in the future, or at present, only changes of the librarians' role will affect the public portrayal. If the librarian performs a more useful and professional function, is a person who willingly promotes an effective service that he knows the public wants and appreciates, and is seen by the public as being of value, then the image and reality may converge. Although the little old lady stereotype is fortunately disappearing, librarians still need to be aware of its possible existence and detrimental effects.

As well as the unfavourable general library image, the personal characteristics of cataloguers have been derogatively stated in library articles. Although Olding (1962), found little information written on the importance and value of cataloguing to librarians and the public, he was able to offer some information on what cataloguers imagine other librarians think about cataloguers - 'a petty fogging, hair splitting, rule-ridden old maid of either sex who retains new books for far too long, and who is expensive to support; who resents anybody even using his catalogue; who bristles at

a suggestion that a book classified in one place might be of more use in another; who insists that something must be right, because it is what the Library of Congress has done, or, that it could not possibly be right, because Congress has done' or has not done it! (p.67). Olding quotes Pierce Butler's statement on cataloguers.

'Nobody loves a cataloguer. Cataloguers are the pariahs, the untouchables, in the caste system of librarianship. Everyone seems to loathe or pity them. Their fellow workers regard them as psychotic or sub-normal, grubbers in detail, dabblers in trifles, sticklers for convention, idolators of conformity, dull, obstinate people, literal-minded and humourless.' (pp. 67-68).

They are often abused by administrators, executives and reference librarians and appear to be thought of as holding a lower position in the library hierarchy. Whether it is a lack of respect or a misunderstanding from others, the New York Times is quoted by Olding as saying:-

'If there were an opinion poll to determine the dullest task in the world, such things as door knob polishing, library cataloguing, and inventory taking in a pin factory would get high ratings.' (P.68).

Even if it is true that other librarians speak and think of cataloguers in derogatory terms, there is a need for librarians to consider what personal qualities are

useful for a successful cataloguer. In a humorous question-and-answer interview with a hypothetical Miss Melissa Spindrift, the requirements for cataloguers were given as rigidity, suspicion and obsessional qualities (Gore, 1965). If this is the best that can be found in the library literature then librarians need to take another view of cataloguing.

Reference librarians appear to have fared much better in library articles than have cataloguers, as research indicated more favourable and detailed mentions of their personal characteristics. Hutchins (1944) appraised the factors involved in being a successful reference librarian by referring to Dewey's (1910) work. These factors involved (a) store of experiences and a knowledge of the facts; (b) promptness, flexibility, and fertility of suggestions; and (c) orderliness, consecutiveness, and appropriateness in what is suggested. Hutchins considered that a reference librarian needs to be approachable, physically, intellectually, and spiritually, i.e. he needs to show his feelings of interest and convey a welcome attitude. He should not assume an air of superiority to library users since the reputation of apathy and rudeness has often been attached to public officials in general. Also, Hutchins considers that a good imagination, mental flexibility, thoroughness, persistence and observation are other necessary qualities, together with an accurate judgment of bibliographical details and their suitability for the user. Since subject divisions and specialization

require that many reference librarians will have specialist fields and training, there is a need for these individuals to work congenially and co-operatively as a team. As the reference librarian is engaged a considerable amount of the time in meeting people, he should be 'well suited to this personal kind of public relations' (Hutchins, 1944, p.196).

A recent work by Katz (1969) considered the necessary characteristics for a successful reference librarian must be flexibility, approachable, and willing and anxious to help. He must possess the ability to see the other's point of view and to rapidly adjust to each enquirer. Armstrong (1963) considered that reference librarians are born and not made and that their distinct characteristics are persistence, wide intellectual interests, organization, and a genuine desire to assist the enquirer.

The consensus appears to be that reference librarians need to possess a sound knowledge of available materials, know how information can be retrieved, organize their work correctly and interact with the public successfully. If effective intellectual ability is a requirement for the work situation then appropriate and effective verbal and behavioural communication is also a necessity with the public. Thus reference librarians need to consider their impact upon each client and whether they convey the ideals and aims of librarianship to the public. As librarians adjust to the scientific demands and technology,

the information explosion and the new resource material centres, they need to conceptualise clearly how they see themselves in their work, how others see them and what impact they make on the public. By allowing themselves to be closely and carefully observed their actual behaviour can be compared with their self concepts. If they radically diverge then librarians could in fact be a 'kinky lot'.

Libraries of the Future

It is beyond the scope of this thesis and probably inappropriate to summarize all the speculative information and the diverging points of view covering the future types of libraries and the required librarians, as the future cannot always be neatly organized and predicted. However, one of the most interesting views of library services of the future, and the one with particular relevance for this study, as it discusses the types of librarians which will be needed to provide the necessary services, is that put forward by Law (1969). Law believes that audio-visual material and computers will have revolutionized the information storage and retrieval process within the next decade, and access to the computer from the school, office and home through numerous terminals will be possible. Lending books and periodicals

will have been reduced in numbers, whilst loans of recorded information will have increased. The library organization will consist of smaller libraries linked to larger libraries for specialized facilities. For example, cataloguing facilities and specific research information for the metropolitan universities will be centralized.

With these specialized information systems, Law considers that the librarian of the future will need to be a different personality to the one of the past. Previously, many librarians have entered librarianship because they were introverted; they have tended to be studious, shy and genteel; and 'they have considered a library as a quiet haven, a refuge from the clattering bustle of the outside world' (Law, 1969, p.33). Their training has been an Arts degree coupled with an interest in libraries. As the future library will be a centre of communication and an active place, the librarian will need to be more extroverted since he will have to deal more with people. He will need to sell his library services to the public, seek support and financial aid, and act as a professional adviser and input expert. Numerous library assistants or technicians will be involved in non-professional duties which will not involve direct or indirect customer contact. These tasks will be undertaken by the introverts.

Aims of the study

Past research concerning the personality of librarians has often lacked practical application and has grouped all librarians together without considering the type of library work in which they engage. This is of considerable importance as the type of work could foster the development of certain personality characteristics or retard the growth of others. Secondly, librarians with certain personality characteristics may be attracted to different types of library work. Thirdly, although the occupation may attract its members, it may also affect the personality structure of those who engage in it. These aspects will be descriptively considered whilst the general personality structure of librarians is explored and the various librarians are examined in relation to their present institutions and types of work. Most importantly, the construction of a profile of the personality characteristics of librarians may make it possible to draw conclusions as to whether the type of person being attracted to librarianship in Tasmania is best suited to assume the responsibility for future developing library services and planning. Further comparisons in similar work environments in other States may have beneficial results if the differences in this sample do not indicate significant results. The general aims of the present study are as follows:-

(1) To substantiate or disprove previous findings concerning the personality of the librarian.

(2) To investigate, compare and contrast the personality structure and characteristics of qualified librarians within the academic, public, school and special library environments; and to examine further the personality variables between reader services and technical services librarians.

(3) To investigate and describe age ranges, salaries, geographical distribution, marital and family status, nationality, education and qualifications, work experiences, present professional studies and length of service of Tasmanian librarians.

(4) As preliminary research, to investigate librarians' present enjoyment of their work in relation to sex and type of institution.

It is also intended that male and female differences on the abovementioned factors will be examined wherever appropriate, as several psychological factors can yield significant mean differences between the sexes. At the same time, individual differences within each sex are extremely wide and the overlapping results between distributions could be extensive.

METHOD

CHAPTER II

METHOD

Selection of Subjects

The design of this study was similar to other personality research but involved individual testing. Not wishing to make the same mistake as the Encel (1972) study where librarians were defined as any library employee other than the cleaning and maintenance staff, and wanting to obtain a clearly unbiased sample, all qualified librarians, irrespective of position or years of experience, who were working in Tasmania in an academic, public, school or special library, were approached to participate in the study during the months May to July, 1973.

A distinction was made on the basis of completed educational qualifications and on the basis that they were employed by an institution, either part-time or full-time. A qualified librarian was defined as one possessing qualifications, whether Australian or foreign, which was accepted by the Library Association of Australia as entitling the holder to full professional membership in the Association.

All qualified librarians from the Morris Miller Library at the University of Tasmania, the Resource Materials Centre of the T.C.A.E., the Hobart State Library, the Northern Regional Library in Launceston, the Northern

Division of the T.C.A.E., the Clarence Municipal Library, and those librarians working in Education Department schools and Special Libraries in Hobart and Launceston areas, were visited by the author and had the purposes of the study and the testing materials explained to them individually. Those qualified librarians in other parts of the State, such as school, special and the Hellyer Regional librarians, received the material by mail, together with an explanatory letter and/or an introductory memorandum.

Procedure

In enlisting the co-operation of these librarians as subjects for this study, advanced notice outlining the study was circulated to them prior to the author's visit, either verbally or by memorandum, through the head of each institution. Administrative departments had given their approval for librarians to complete the questionnaire material either in library time or at the individual's leisure, depending what they considered to be the most convenient.

In both verbal and written contacts, the subjects were introduced to the study in the following manner. The reasons for the author attempting the study, the need for research in librarianship due to the changes and developments that had eventuated in Tasmania, the voluntary and anonymous nature of the study, the time involved to complete

the forms, an explanation of how the forms should be completed, and the necessity for reliable and honest co-operation if the research was to be useful to librarianship.

Once the material had been presented to individual subjects in the Hobart and Launceston areas, then collection of the forms was scheduled at a week to fortnight's interval, allowing sufficient time for completion. If the subjects had failed to complete them, conveniently arranged times were suggested with the few librarians who required necessary reminders. As the testing progressed, further correspondence was necessary with some librarians in outlying areas to extend their completion date as they experienced difficulties in quickly completing the forms.

Tests Administered

The measuring instruments selected for this study were the Sixteen Personality Factor Questionnaire - Form A (16 PF), the Eysenck Personality Inventory (EPI), and an Information Sheet (IS). These questionnaires were selected primarily as a means of obtaining fairly comprehensive personality factors and as indicators of extraversion - introversion, a dimension which was considered related to reader services and technical services work. As these two questionnaires, together with the Information Sheet, would take approximately one to one and a half hours to

complete, and in most cases would be undertaken in library time, no attempt was made to cover the total personality dimension of the individuals in the sample. Comparing the results of these tests with a rating of each librarian, or obtaining individual ratings instead of using tests, was considered but had to be dismissed because of practical and economic factors.

A brief description of the measuring instruments employed in this study is as follows:-

(a) Sixteen Personality Factor Test (16 PF)

Cattell's 16 PF, purports to be a comprehensive personality inventory which measures all the main dimensions of personality as revealed by factor analytic procedures. Such procedures properly validate the primary personality factors as every item with respect to each of the factors sets out to measure each factor, and the questionnaire factors supposedly correspond to ratings of real-life behavioural situations. Each statement concerns interests, preferences or self-reports of behaviour in a trichotomous format.

Designed for ages sixteen years and over, the inventory yields twelve factors derived from both the questionnaire and rating domains and four factors derived from the questionnaire area. Functional or 'source' traits are claimed to be measured as opposed to the arbitrary or subjective traits which are measured by other tests. The answers to the questions should not be

accepted at face value as descriptions of behaviour for the questions are oblique in meaning but supposedly correlate with the factor.

A complete account of the descriptions and interpretations of the source traits is to be found in the 16 PF Handbook by Cattell and Eber (1957, 1964). Each technical psychological title is given first then popular terms explain each source trait. The inventory yields sixteen scores on such factors as reserved versus outgoing (A), less intelligent versus more intelligent (B), expedient versus conscientious (G), or relaxed versus tense (Q4) (See Appendix S).

There are four regular forms of the 16 PF (A,B,C,D) and as the 1967-68 Form A and B revisions differ in wording to the 1961 Form B and 1962 Form A and thus in empirical or predictive validity, according to Bouchard (1972), and since the 1970 revision was not available in Australia at the time of testing, and since there was a sufficient and ready supply of the 1962 edition of Form A from the University of Tasmania, the author decided to use Form A as a means of examining the personality structure of librarians.

Although the 16 PF represents the best factor-based personality inventory available, its major shortcomings as reported by Lorr (1965), Bouchard (1972), and Rorer (1972) need to be considered before specific conclusions are drawn from the inventory. Recent research has also

indicated that actuarial methods of data collection are generally better than measuring or inferring about states and traits. Simpler instruments, such as self-ratings, self-reports, self-predictions, and measures of relevant past behaviour are cheaper and more effective predictors of behaviour. Poor correlations have attributed to measurement errors, generalized behavioural consistencies have not been completely demonstrated, and the broad response predispositions or traits of personality have not been fully accepted. The trait or state theorists are concerned with the consistencies of behaviour across situations, or as it is called, the cross-situational specificity and consistency in behaviour. Behavioural theorists consider behaviour to be more situational-specific, considering that stimulus changes produce and maintain changes in behaviour (Mischel, 1968).

Although the author recognised the need to observe the behaviour of librarians in different work situations, rather than examine what global attributes librarians consider they possess, the 16 Pf inventory was included in the study as it was considered that it provided available and economical information on incremental validity. If these personality descriptions or predictions have little discriminative value but are considered supporting evidence of base rates of behaviour (Mischel, 1968), then

the highly common and recurring conditions could be significant within a given population and its environment. For this reason, the 16 PF will be included as a measure of personality factors.

(b) Eysenck Personality Inventory (EPI)

According to Lingo (1965), and Cline (1972), the EPI is possibly a revision of the Maudsley Personality Inventory (MPI). The two equivalent forms for the EPI attempt to measure two major dimensions of personality as found by Eysenck with factor analytic studies of personality, i.e. extraversion - introversion (E), and neuroticism, emotionality or stability - instability (N). Eysenck (1964), selects what he considers to be the two most important dimensions of personality, as observable behaviour of individuals interacting in their environments has constituted these dimensions, and consequently the EPI attempts to measure this behaviour by the questionnaire method.

The Lie Scale which was incorporated into the EPI was designed to identify individuals 'faking good' or showing 'desirable response sets', and that the E and N scores should be questioned. Response set is not controlled and the elimination of high L Scale subjects is probably unsatisfactory as such scores may be interesting diagnostically. Thus the Lie Scale should be used with caution.

Recent validation studies contend that the N scale could be biased and should be carefully interpreted (Huggan, 1968;

Harrison and McLaughlin, 1969; Gibson, 1971) despite the N and E dimensions supposed essential uncorrelation.

Eysenck's extroverted factor applies to individuals tending to be outgoing, impulsive, uninhibited, having many social contacts and frequently participating in group activities. The introverted dimension is the quiet retiring sort of person, introspective, fond of books instead of people, reserved and distant except to intimate friends, a person who plans ahead and is not impulsive. He does not long for excitement, is serious concerning everyday matters and lives a well-ordered life.

The neurotic person is indicative of emotional instability and over-reactivity, emotionally over responsive and experiences difficulty in returning to a normal state after emotional experiences. Such individuals frequently complain of headaches, digestive troubles, insomnia, backaches, and are considered predisposed to neurotic disorders whilst under stress. Persons with low scores generally tend to be better adjusted and more emotionally stable

(c) Information Sheet (IS)

The Information Sheet was adapted from similar library questionnaires with some questions written by the author. The Sheet was devised to obtain factual information on the relevant demographic factors of qualified librarians. It included the type of institution in which librarians work, a classification of job area, sex, age distribution,

geographical distribution, salary ranges, nationality, marital and family status, education and qualifications, present studies, experiences in librarianship, and the present enjoyment of their work. As subjects names were not required it was hoped that they would comment freely about their work situation.

The findings shall provide factual characteristics of qualified librarians in Tasmania from various institutions, and it shall provide some opinions and attitudes on their present enjoyment of work situations.

Hypotheses

Analysis of the data will be mainly descriptive but some hypotheses will be considered for statistical analysis. Rather than having a very large number of minor and detailed hypotheses, fewer but more encompassing hypotheses will be proposed. Because of the dispersion of subjects and especially because of the smaller number of male subjects, some hypotheses which were originally considered have been omitted.

The hypotheses are as follows -

- (1) There are significant differences in personality traits displayed by male and female librarians.
- (2) There are significant differences in personality traits between academic, public, school and special librarians.

- (3) There are significant differences in personality traits between male and female academic librarians.
- (4) There are significant differences in personality traits between male and female public librarians.
- (5) There are significant differences in personality traits between young and older librarians with library experience.
- (6) There are significant differences in personality traits between male and female who are both older and experienced librarians.
- (7) There exist significant differences between the personality traits of those librarians identified as reader services staff and those identified as technical services staff.
- (8) There are significant differences between reader services librarians and technical services librarians in the degree of extraversion and neuroticism.
- (9) There are significant differences in personality traits between young reader services librarians and technical services librarians with library experience.
- (10) There are significant differences between young and experienced reader services and technical services librarians in the degree of extraversion and neuroticism.
- (11) There are significant differences in personality traits between older reader services and technical services librarians with library experience.
- (12) There are significant differences in the degree of extraversion and neuroticism displayed by older and experienced reader services and technical services librarians

- (13) There are significant differences between the personality traits of female reader services and female technical services librarians.
- (14) There are significant differences in the degree of extraversion and neuroticism displayed by female reader services and female technical services librarians.
- (15) There are significant differences between the personality traits of reference librarians, and cataloguers and bibliographic checkers.
- (16) There are significant differences between reference librarians, and cataloguers and bibliographic checkers in the degree of extraversion and neuroticism.
- (17) There are significant differences between the personality traits of female reference librarians, and female cataloguers and bibliographic checkers.
- (18) There are significant differences between female reference librarians, and female cataloguers and bibliographic checkers in the degree of extraversion and neuroticism.

Potentially interesting and relevant factors, and comparisons related to demographic material will be pointed out in the first part of the results section and appropriately commented upon. Such factors as the ages of librarians, annual salaries, and type of professional qualifications could be of interest to librarians and so

will be investigated.

RESULTS

CHAPTER III

RESULTS

Demographic Factors of Librarians and

Type of Institution

The subjects approached in this study were qualified librarians who were employed in institutions within Tasmania. The sample consisted of 112 subjects of which 7 males and 10 females were either absent from their positions or, for various reasons, were unable to co-operate in the investigation. Thus the total sample comprised 95 subjects of which 25 were males and 70 were females. Because of the small number of subjects and their wide dispersion between institutions, the information supplied from the IS was analysed by simple tally methods rather than by being converted into percentages.

The mean age of librarians as shown in Table I below is 36.5 years for males and 34.7 years for females. The most significant feature of the age distribution is that nearly half of the female librarians are under 30 years, whilst the males are more evenly distributed. There are no male librarians beyond 56 years although there are 5 female librarians who are close to retirement.

TABLE I
Age distribution of librarians by sex

Age	Males (n=25)	Females (n=70)	Totals (n=95)
25 or less	4	23	27
26-30	4	11	15
31-35	3	5	8
36-40	6	6	12
41-45	2	10	12
46-50	3	8	11
51-55	3	2	5
56-60	0	5	5
61 & over	0	0	0
Mean Age	36.50	34.71	35.37

Comparison of the age distribution of librarians according to institution and sex (Table II below) shows that over a quarter of the librarians in the public, school and special institutions are below 25 years. The mean ages of the male public and special librarians is higher than the mean ages of the male academic and school librarians, although the mean ages of females is comparable in all institutions. The male public librarians, however, are older than their female counterparts.

TABLE II

Age distribution of librarians by sex and institution

Age	Academic		Public		School		Special		Totals
	M	F	M	F	M	F	M	F	
25 or less	2	5	1	9	1	5		4	27
26-30	2	6	2	5					15
31-35	1	1		2	1	1	1	1	8
36-40	3	2	3	4					12
41-45		3	2			5		2	12
46-50		4	2	1		2	1	1	11
51-55			3			2			5
56-60		2		2		1			5
61& over									
Totals	8	23	13	23	2	16	2	8	95
Mean Age	31.13	36.04	41.08	31.70	28	38.94	40.50	32.4	35.38

The geographical distribution of librarians (Table III) indicates that one third of the male and female librarians live in the southern Hobart suburbs, i.e. Sandy Bay, Mt. Nelson, Tarooma, Dynnyrne and Battery Point. None of the librarians live in such suburbs as Warrane, Mornington, North Hobart or Chigwell.

TABLE III
Geographical distribution of librarians by sex

Geographical Areas	Males (n=25)	Females (n=70)	Totals (n=95)
Metropolitan, West and South Hobart areas	4	7	11
Northern Hobart Suburbs	3	11	14
Southern Hobart Suburbs	8	24	32
Eastern Shore Suburbs	3	9	12
Outer Hobart Areas	3	5	8
Launceston and Suburbs	1	8	9
Tasmanian Towns	3	6	9

The geographical distribution of male and female librarians according to institution (Table IV below), indicated that 60 per cent of the academic librarians live in the southern Hobart suburbs, that public librarians are more evenly distributed throughout the Hobart suburbs and the rest of Tasmania, that one-third of the school librarians live and work in Tasmanian towns other than Hobart, and that the majority of the special librarians live in Hobart in the northern and eastern shore suburbs.

TABLE IV
Geographical distribution of male and female
librarians according to sex and institution

Geographical Area	Academic		Public		School		Special	
	M	F	M	F	M	F	M	F
Metropolitan, West and South Hobart Areas	1	3	3	3		1		
Northern Hobart Suburbs		2	2	5		2	1	2
Southern Hobart Suburbs	6	13	2	6		4		1
Eastern Shore Suburbs	1	1	2	3		2		3
Outer Hobart Areas		3	2	1	1	1		
Launceston and Suburbs		1	1	4		1		2
Tasmanian Towns			1	1	1	5	1	
Totals	8	23	13	23	2	16	2	8

As indicated in Tables V and VI, the nationality of 60 per cent of librarians is Australian, over a quarter are British, and the remainder are either naturalized Australians or originated from other countries. Thus, over a third of librarians were born outside of Australia.

TABLE V
Nationality of librarians by sex

Nationality	Males (n=25)	Females (n=70)	Totals (n=95)
Australian	15	46	61
British	8	18	26
Nat. Aust.		2	2
Latvian		1	1
Welsh	1	1	2
American	1	1	2
New Zealander		1	1

TABLE VI
Nationality of librarians according to sex
and institution

Nationality	Academic		Public		School		Special	
	M	F	M	F	M	F	M	F
Australian	6	14	6	16	2	9	1	7
British	2	5	5	7		5	1	1
Nat. Aust.		2						
Latvian		1						
Welsh		1	1					
American			1			1		
New Zealander						1		
Totals	8	23	13	23	2	16	2	8

Over half of the male and female librarians are married whilst a third of the females are single. The mean number of children for the male librarians is 2.9, and 2.0 for the female librarians (Table VII).

TABLE VII

Marital status and number of children of librarians by sex and institution

Marital Status	Males (n=25) No. Ch.		Females (n=70) No. Ch.		Totals (N=95) No. Ch.	
Married	16	48	39	56	55	104
Single	5		24		29	
Widowed			4	5	4	5
Divorced	2	2	2	2	4	4
Separated	2		1	2	3	2
Mean No. of Children		2.9		2.0		2.4

Sixty per cent of all academic librarians are married. A higher proportion of the female than the male public librarians (viz. approximately 50% : 15%) are single. Three-quarters of the female school librarians are married. The mean number of children for the academic librarians is slightly higher than for the other three institutions (Table VIII).

TABLE VIII

Marital status and number of children of
librarians by sex and institution

Marital Status	Academic			Public			School			Special		
	M	F	No. Ch.	M	F	No. Ch.	M	F	No. Ch.	M	F	No. Ch.
Married	5	14	38	8	8	50	1	12	20	2	5	13
Single	2	7		2	11		1	3			3	
Widowed		2	2		2	3						
Divorced				2	1	2		1	2			
Separated	1			1	1	2						
Totals	8	23	40	13	23	57	2	16	22	2	8	13
Mean No. of Children			3.1			2.6			2.4			2.6

The salary range of male librarians is narrower than that of the females (Table IX). Male salaries are fairly evenly distributed over categories above \$5,000, with approximately one half receiving salaries between \$6,000 and \$10,000. In comparison 29 per cent of the female librarians receive less than \$4,999, a third between \$5,000 and \$5,999, and only slightly more than one third receive between \$6,000 and \$10,000. One fifth of the males compared with one thirty-fifth of the females receive more than \$10,000.

TABLE IX
Salary ranges of librarians by sex

Salary Ranges	Males (n=25)	Females (n=70)	Totals (n=95)
Below \$4,000		2	2
\$4-4999		18	18
\$5-5999	5	23	28
\$6-6999	5	12	17
\$7-7999	3	5	8
\$8-8999	4	5	9
\$9-9999	2	3	5
\$10,000 or more	5	2	7
Unknown	1		1

The pattern of lower salaries for female librarians persists regardless of the types of library institutions (Table X) as nearly half the female public librarians receive a salary below \$4,999. Nearly half the academic females receive salaries of \$6,000 or more whilst only 4 female public librarians have reached such a level. Eleven male public librarians receive a salary beyond \$6,000, and over half the female school librarians receive such a salary.

TABLE X

Salary ranges of librarians by sex and institution

Salary Ranges	Academic		Public		School		Special	
	M	F	M	F	M	F	M	F
Below \$4,000				1				1
\$4-4999		4		11		1		2
\$5-5999	2	7	2	7	1	6		3
\$6-6999	2	4	2	3		3	1	2
\$7-7999		2	3	1		2		
\$8-8999		1	4			4		
\$9-9999	1	3					1	
\$10,000 or more	3	2	1		1			
Unknown			1					
Totals	8	23	13	23	2	16	2	8

A third of both male and female librarians possess library qualifications such as A.L.A.A. or A.L.A. (Table XI), and nearly a third of female librarians have a degree plus a Diploma of Librarianship. At least 12 per cent of the males and females possess post-graduate qualifications and the number will increase once the two female and the one male academic librarians, and the

one male public librarian, complete their particular postgraduate degrees. Also, there are 8 qualified librarians — four female academic, two male public, and two female special, completing their B.A. degrees at the University of Tasmania.

TABLE XI

Qualifications of librarians by sex

Qualifications	Males (n=25)	Females (n=70)	Totals (n=95)
Library Quals.	9	23	32
Degree + Dip. Lib.	7	22	29
Degree + Lib. quals.	6	13	19
Degree + Dip. or lib. quals. & other post grad. quals.	3	11	14
Unknown		1	1

Table XII indicates the wide range of qualifications which academic and public librarians hold, although 60 per cent of the public librarians possess only library qualifications. Over 50 per cent of the school librarians have both degrees and library diplomas and the percentage of this type of qualification will probably rise because of the establishment of appropriate training facilities at the T.C.A.E. Except for 8 subjects, librarians in all

institutions possessed B.A. degrees. Four academic females hold B.Sc. degrees and one has a B.Com. degree, one male public librarian has a B.Ec. degree, one female school librarian has a B.Sc. degree, and one male special librarian holds a B.Sc. degree.

TABLE XII

Qualifications of librarians by sex and institution

Qualifications	Academic		Public		School		Special	
	M	F	M	F	M	F	M	F
Library quals.	1	7	8	12				4
Degree + Dip. Lib.	4	4	2	6	1	9		3
Degree + lib. quals.	2	7	3	2		3	1	1
Degree + Dip. or lib. quals + other post grad. quals.	1	5		3	1	3	1	
Unknown						1		
Totals	8	23	13	23	2	16	2	8

Forty per cent of male librarians completed their qualifications during 1960 to 1969 whilst the same percentage of females completed their qualifications between 1970 to 1972 (Table XIII). Although Tasmania remains a popular place to obtain qualifications, 40 per cent of

male and female librarians were awarded their qualifications solely from another Australian institution. A third of librarians obtained their qualifications from a combination of any two of the Tasmanian, other Australian, or overseas awarding institutions. The Library Association of Australia or the University of New South Wales, are popular institutions for obtaining qualifications, as is also the University of Tasmania in conjunction with the L.A.A.

Nearly a half of the male librarians obtained their qualifications by part-time study, whereas the female librarians were more evenly distributed between the three study methods.

TABLE XIII

Date of completion of qualifications, country where awarded, and obtained by part-time or full-time study, according to sex

	Males (n=25)	Females (n=70)	Totals (n=95)
<u>Completion of quals</u>			
After 1970	4	28	32
From 1960-69	10	13	23
Prior to 1960	4	7	11
Distributed dates	7	21	28
Unknown		1	1
<u>Country Awarded</u>			
Tasmania	1	13	14
Aust. States			
(other)	10	28	38
Overseas	7	5	12
Combination of two above	7	23	30
Unknown		1	1
<u>Study Method</u>			
Full-time study	7	24	31
Part-time study	12	23	35
Both FT. & PT. study	6	22	28
Unknown		1	1

Obtaining a qualification and then returning to study at a much later date appears to be a fairly popular pattern for all librarians in each institution to obtain further qualifications (Table XIV, distributed dates category). Although more than a half of the academic, public and special librarians have been awarded their qualifications since 1960, a third of librarians in all institutions have obtained their qualifications since 1970.

Academic librarians mainly used both full-time and part-time study, or part-time study alone to obtain their qualifications, whereas public librarians obtained their qualifications by either full-time or part-time study. School librarians seldom used part-time study to obtain their qualifications but special librarians have used all three methods to complete their qualifications.

Nearly three quarters of male librarians had one to 10 years experience in librarianship as unqualified librarians, but half the female librarians had either no experience or one year's experience as unqualified librarians, and nearly 90 per cent of them had five years or less experience as unqualified librarians (Table XV). Female librarians tended also to have little experience as qualified librarians, i.e. 75 per cent had 0 - 5 years experience as qualified librarians whilst only 10 per cent of females had more than 10 years experience. Over 75 per cent of males have remained in their present jobs for less than 5 years, although 90 per cent of females

TABLE XIV

Date of completion of qualifications, country where awarded and obtained by part-time or full-time study, according to sex and institution

	Academic M F (n=31)		Public M F (n=36)		School M F (n=18)		Special M F (n=10)	
<u>Completion of Quals.</u>								
After 1970	2	8	1	11	1	5		4
From 1960-69	4	6	6	5		1		1
Prior to 1960		3	4	1		1		2
Distributed dates	2	6	2	6	1	8	2	1
Unknown						1		
<u>Country awarded</u>								
Tasmania		2		3	1	7		1
Aust. states	4	11	5	12		1	1	4
Overseas		1	7	2				2
Combination of above	4	9	1	6	1	7	1	1
Unknown						1		
<u>Full-Time Study</u>	2	3	4	10	1	7		4
<u>Part-Time Study</u>	4	8	7	11		1	1	3
<u>Both FT & PT study</u>	2	12	2	2	1	7	1	1
Unknown						1		

TABLE XV

Years of experience of librarians by sex

Years of experience		Males (n=25)	Females (n=70)	Totals (n=95)
Exp. as	0 - 1 yrs.	6	28	34
unqual.	1 - 5 yrs.	9	34	43
librs.	6 -10 yrs	9	7	16
	11 & over	1	1	2
Exp. as	0 - 1 yrs	3	29	32
qual.	1 - 5 yrs.	5	25	30
librs.	6 -10 yrs.	7	9	16
	11 & over	10	7	17
Exp. on	0 - 1 yrs	11	40	51
present	1 - 5 yrs	8	24	32
job	6 -10 yrs	4	5	9
	11 & over	2	1	3
Exp as	0 - 1 yrs	2	14	16
librs.	1 - 5 yrs	4	17	21
	6 -10 yrs	6	27	33
	11 & over	13	12	25

have held their present jobs for the same period. Thus, for over half the males, experience as librarians both qualified and unqualified was over 11 years, but for the female group the duration of experience was more distributed.

Regardless of institution, almost all the female librarians managed to complete their library qualifications within 5 years, whereas one group of male librarians (i.e. public) were surprisingly slower; after 5 years, 60 per cent were still unqualified (Table XVI). One group of females from the academic library group was noticeably slower to obtain qualifications than their female colleagues, for 5 of the 23 (22 per cent) were still unqualified at the end of 5 years experience. On the other hand, school librarians more than those in other institutions tended to have completed their library qualifications before taking up their library careers: over 60 per cent had done this.

Nearly 75 per cent of academic librarians have occupied their present positions in their libraries within the last twelve months, 90 per cent of public librarians have held their present positions within the last 5 years, and 60 per cent of school librarians commenced work in 1973 as librarians. As might be expected, there is a greater proportion of male public librarians, compared with males in other institutions, who have been in librarianship more than 11 years.

TABLE XVI

Years of experience of librarians by sex and institution

Years of Experience	Academic (n=31)		Public (n=36)		School (n=18)		Special (n=10)	
	M	F	M	F	M	F	M	F
Exp. as 0-1yrs	2	4	2	11	2	9		4
unqual. 1-5yrs	4	14	3	9		7	2	4
librs. 6-10yrs	2	4	7	3				
11 & over		1	1					
Exp. as 0-1yrs	2	7		10	1	9		3
qual. 1-5yrs	1	11	3	6		5	1	3
librs. 6-10yrs	3	3	2	5	1	1	1	
11 & over	2	2	8	2		1		2
Exp. on 0-1yrs	6	16	4	11	1	10		3
present 1-5yrs	1	6	6	11		2	1	5
job 6-10yrs	1	1	1	1	1	3	1	
11 & over			2			1		
Exp. as 0-1yrs	1	2		4	1	6		2
librs. 1-5yrs	2	7	2	6		2		2
6-10yrs	2	9	2	9	1	7	1	2
11 & over	3	5	9	4		1	1	2

As part of the experience-gaining process, librarians have moved from library to library advancing their careers, gaining experience in other fields, or accepting opportunities as they arose. The most available training ground in Tasmania and hence the most frequent source of institutional experience for both male and female librarians has been the public library (Table XVII)

TABLE XVII

Experience of librarians in different institutions by sex

Experiences in Libraries	Males (n=25)	Females (n=70)	Totals (n=95)
Academic libraries	4	12	16
Public libraries	14	28	42
School libraries	3	13	16
Special libraries	3	7	10
Various library exps.	1	10	11

Movement between libraries, either from one country to another or from one institution to another e.g. a county library in England to the University library in Tasmania, has frequently occurred but more particularly with public and academic librarians. Of the 8 academic male librarians who at present hold positions in the two

academic institutions, 4 have had experience in a public library. Nearly 60 per cent of academic and special librarians have had experience in another library but only 25 per cent of public and school librarians have worked in another institution (Table XVIII).

TABLE XVIII

Experience of librarians in different institutions including present experience by sex and institution *

Experience in Libraries	Academic		Public		School		Special	
	M	F	M	F	M	F	M	F
Academic libraries	3(+5)	10(+13)	1	1				1
Public libraries	4	6	9(+4)	17(+6)		3	1	2
School libraries			1	1	2	12(+4)		
Special libraries		2	2	2			1(+1)	3(+5)
Various library exps.	1	5		2		1		2
Totals	8	23	13	23	2	16	2	8

* Table XVIII reads as follows: 8 male academic librarians — 3 have had experience only in academic libraries; 4 have had past experience in public libraries; 1 has had a variety of past library experiences. A total of 5 have had experience in other kinds of libraries.

Almost 90 per cent of male librarians but less than half of the female librarians have supervisory authority of library personnel (Table XIX). Sixty per cent of school librarians (Table XX) have no staff to assist them in their libraries.

TABLE XIX

Number of person supervised by sex

No of persons supervised	Males (n=25)	Females (n=70)	Totals (n=95)
Nil	3	31	34
Under 5	6	26	32
5-10	2	5	7
11-30	9	7	16
31-65	3	1	4
66-100	1		1
Over 100	1		1

TABLE XX

Number of persons supervised by sex and institution

No of persons supervised	Academic		Public		School		Special	
	M	F	M	F	M	F	M	F
Nil	2	8		10	1	10		3
Under 5		7	4	8		6	2	5
5-10	1	2	1	3				
11-30	3	5	6	2				
31-65	2	1			1			
66-100			1					
Over 100			1					
Totals	8	23	13	23	2	16	2	8

All librarians said that they enjoy their work and only 6 female librarians stated that they did not handle successfully their present library work. Of these, three female public librarians considered that they handled their work in a satisfactory manner most of the time, but the other three said definitely not. Two males and ten females would have preferred to change to another type of library work, e.g. reference work in preference to cataloguing. Any expressions of satisfaction with their occupation are summarized in Table XXI, as the total number of free-choice responses to what librarians liked best about their library work.

The largest number of responses and not necessarily subjects, indicated that 65 preferences were concerned with service to people and dealing with and assisting the public as the most attractive feature of work. This 'service to people' emphasis was stated most frequently by females as the greatest source of satisfaction. The second ranking satisfaction was 'working with books, building collections, selecting books and arranging displays', and again the female number of responses predominated over the male responses.

The third ranking satisfaction arises from three areas of comments - reference, researching, bibliographical, technical and precision work; variety of experiences, duties, and broadening of education; and freedom and independence of work programme. In general, librarians

TABLE XXI

Number of free responses of factors liked best about library work by sex and institution

Factors mentioned	Academic (n=31)		Public (n=33)		School (n=16)		Special (n=10)	
	M	F	M	F	M	F	M	F
Dealing with and assisting people; working with academic staff and students	3	21	4	20		10	1	6
Working with books; building collections, book selection and displays	1	9	5	11	2	12		2
Working environment, institution	2	3	2	2		3		1
Problem solving, decision making satisfaction	2	3	1	6		1		2
Administrative responsibility, participation, future planning and development	2	1	5	5				3
Variety of experiences, duties, broadening education	1	4	1	9	1	6	1	3
Freedom and independence of work programme; travel	4	2	1	7	1	6	2	
Effective contribution and job satisfaction	1	3		3	1	1	1	
Reference work, researching, bibliographical, technical and precise work	2	5	6	3		4	1	7
Work with other library colleagues	1	7	2	7				3
Cataloguing		6	1	1		4		1
Challenges of success, achieving goals and productivity	1	5	1	1		2	1	1
Other	1	6			1	4		
No Comments	2	1	1	1				

still enjoy working with people and providing a book service to the public but working with freedom and independence to achieve particular goals has some importance.

The modal category of aspects liked least about library work were 'non professional, routine clerical duties' (Table XXII). This factor consisted of such things as issuing books, photocopying, filing cards, and shelving books and was a consistent response in all institutions. Also, academic librarians considered 'routine cataloguing and book processing' as a factor that they liked least about their work, public librarians mentioned frustrations caused by inadequate planning, administrative authority and disorganization, and school librarians were concerned about discipline and supervision of children in the library.

TABLE XXII

Number of free responses of factors liked least
about library work by sex and institution

Factors Mentioned	Academic (n=31)		Public (n=33)		School (n=16)		Special (n=10)	
	M	F	M	F	M	F	M	F
Problems with other professionals, academics, departments, staff, teachers, readers	3	9	3	3		2		2
Working environment	1	1	1	3		3	1	1
Non professional, routine clerical duties	1	12	5	19		10		6
Routine cataloguing and book processing	3	10	1	1				1
Limited funds, staff and resources	1	7	1	2		6	1	
Pressure of work		5		3	1	5		
Frustrations due to inadequate planning, administrative authority, disorganisation	2	4	7	3		2		2
Isolation, narrow career opportunities inadequate professional contacts		4	1	1	1	1		
Supervision, discipline					1	7		1
Other		7	2	2		1	1	2
No comments	2	1	1	4		1		

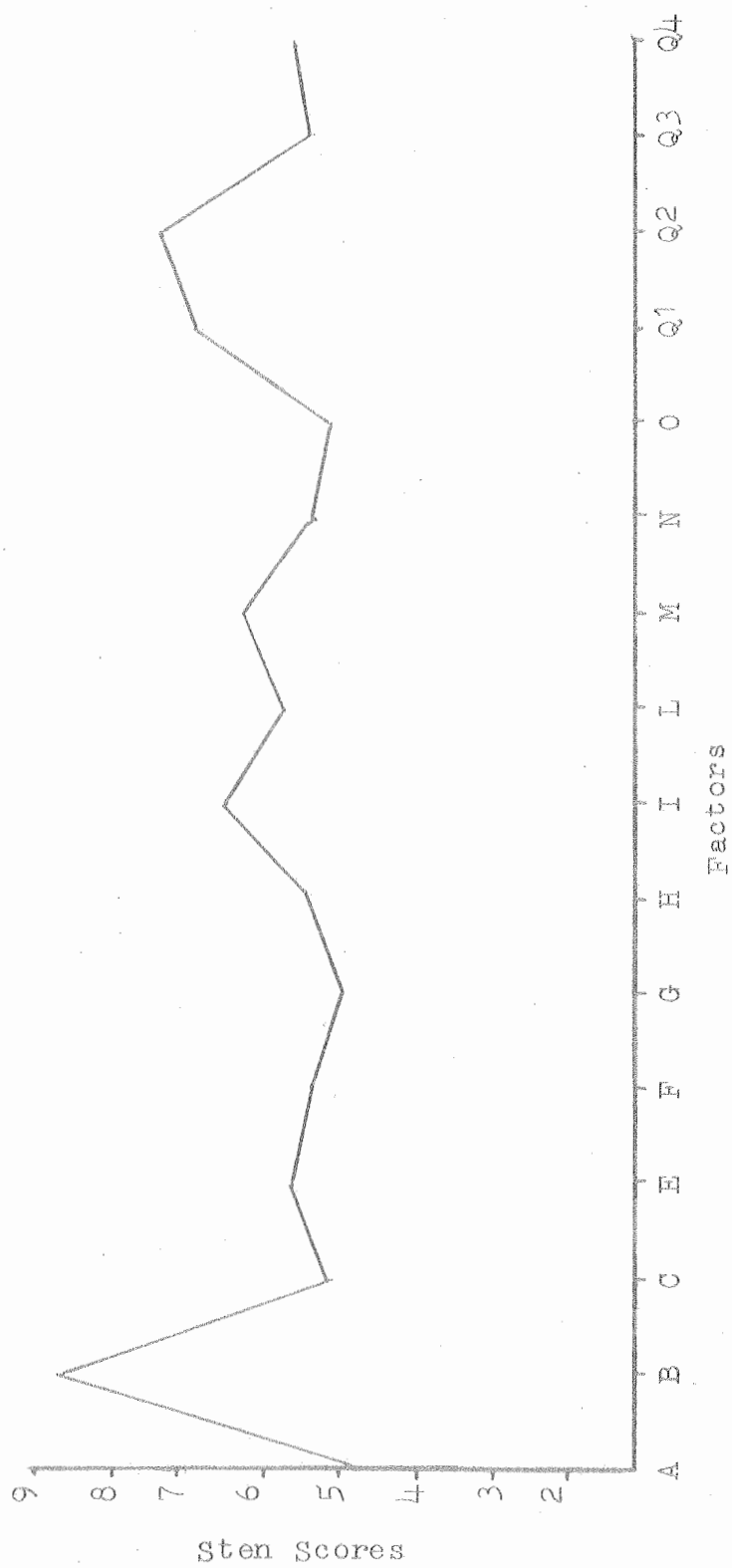


FIGURE I
16 PF Scores on Form A - Total Sample of Qualified Librarians (n=95)

who prefer working alone rather than dealing with people, and who tend to lack rigid internal standards, are casual and undependable.

Figure II compares the 16PF profiles for male and female subjects in the sample. It should be remembered, however, when results are interpreted that the number of male librarians ($n=25$) is considerably smaller than the number of female librarians ($n=70$). Consequently, discussion on all results will be limited to the largest mean differences between the two groups, and to those categories where there are sufficient numbers of subjects. Where male subjects could be identified by reason of rarity of their occurrence in certain situations it was necessary, in order not to breach confidentiality and destroy anonymity, to omit discussion on them from the group of subjects.

The profiles in Table XXIII below present the largest mean differences between male and female subjects and show two significant mean differences and one other notable though not statistically significant difference. The most distinguishably different means for male and female librarians are on the factors of N and A. The score on these factors indicates that the males are significantly more unpretentious, simple and natural but less aloof and reserved than the females.

The notable though not statistically significant difference between the sexes on the I factor suggests that

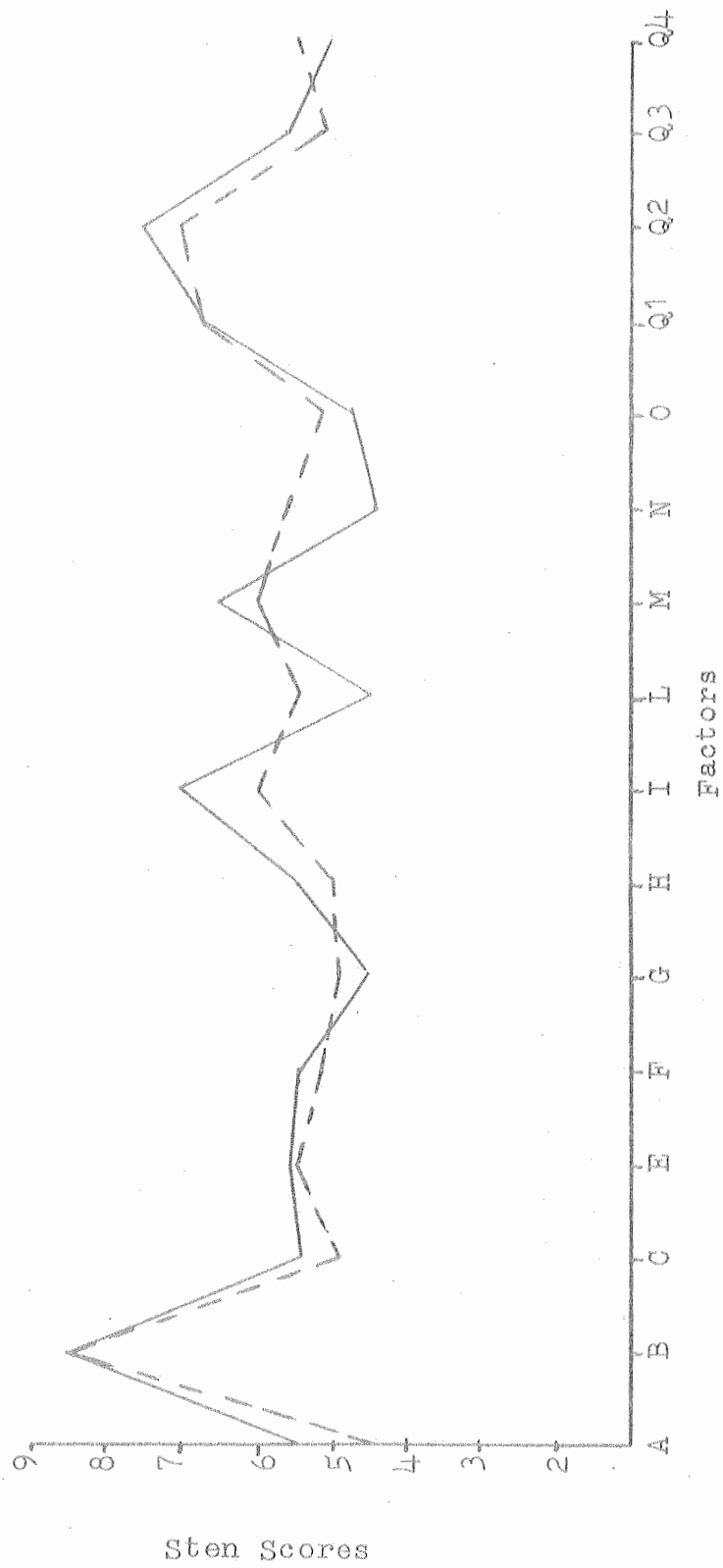


FIGURE II
16 PF Scores on Form A - Male Librarians (n=25) _____
- Female Librarians (n=70) - - - - -

males tend to be more sensitive, effeminate and aesthetically inclined than the females.

TABLE XXIII

Factors showing the largest mean differences between male and female qualified librarians on selected factors of the 16PF - Form A

Factors	Males \bar{X}	Female \bar{X}	\bar{X} Diff.	t Value	Level of sig.*
N Naiveté v. Shrewdness	4.40	5.61	1.21	2.39	0.02
I Harria v. Premsia	7.00	6.09	0.91	1.83	0.10
A Schizothymia v. Cyclothymia	5.40	4.51	0.89	2.24	0.05

* for t-test : degrees of freedom = 93

Scores for the personality traits of the separated groups of academic, public, school and special librarians on the 16 PF are tabled in Appendix C and since all the F tests of significance on each factor for the differences amongst the means for the separate groups were not significant, no results are tabulated in this section. Instead, mean sten scores for each institution are graphed and scores which fall outside the 5 - 6 sten score range

are tabulated. Comparison of male and female differences will occur when appropriate.

A profile of mean sten scores for each factor for academic librarians is presented in Figure III. High scores were obtained on the factors of B, I, Q1, and Q2. The B and Q1 factors suggest that academic librarians are above average intelligence, and are critical and experimenting. Q2 factor indicates that they are self-sufficient, resourceful, resolute persons who are accustomed to making their own decisions. The I factor indicates that these librarians tend to be a sensitive, effeminate, and aesthetically inclined group.

Low scores were obtained on factors of A, C, F, G, H, and Q3. The factors indicate that academic librarians tend to be aloof, reserved persons who prefer working alone rather than dealing with people (A); to be dissatisfied emotionally, easily annoyed by people and things, and dissatisfied or frustrated with specific situations or things (C); to be silent, incommunicative and serious (F); to be casual and undependable and lacking in rigid internal standards (G); to be shy, timid, withdrawn and tending to dislike personal contacts with large groups (H); and to tend to be unreliant and unrealistic (Q3).

Figure IV gives the 16 PF profiles for male and female academic librarians, and a comparison of the largest mean differences (Table XXIV) shows one significant mean difference on factor A and one other notable though not

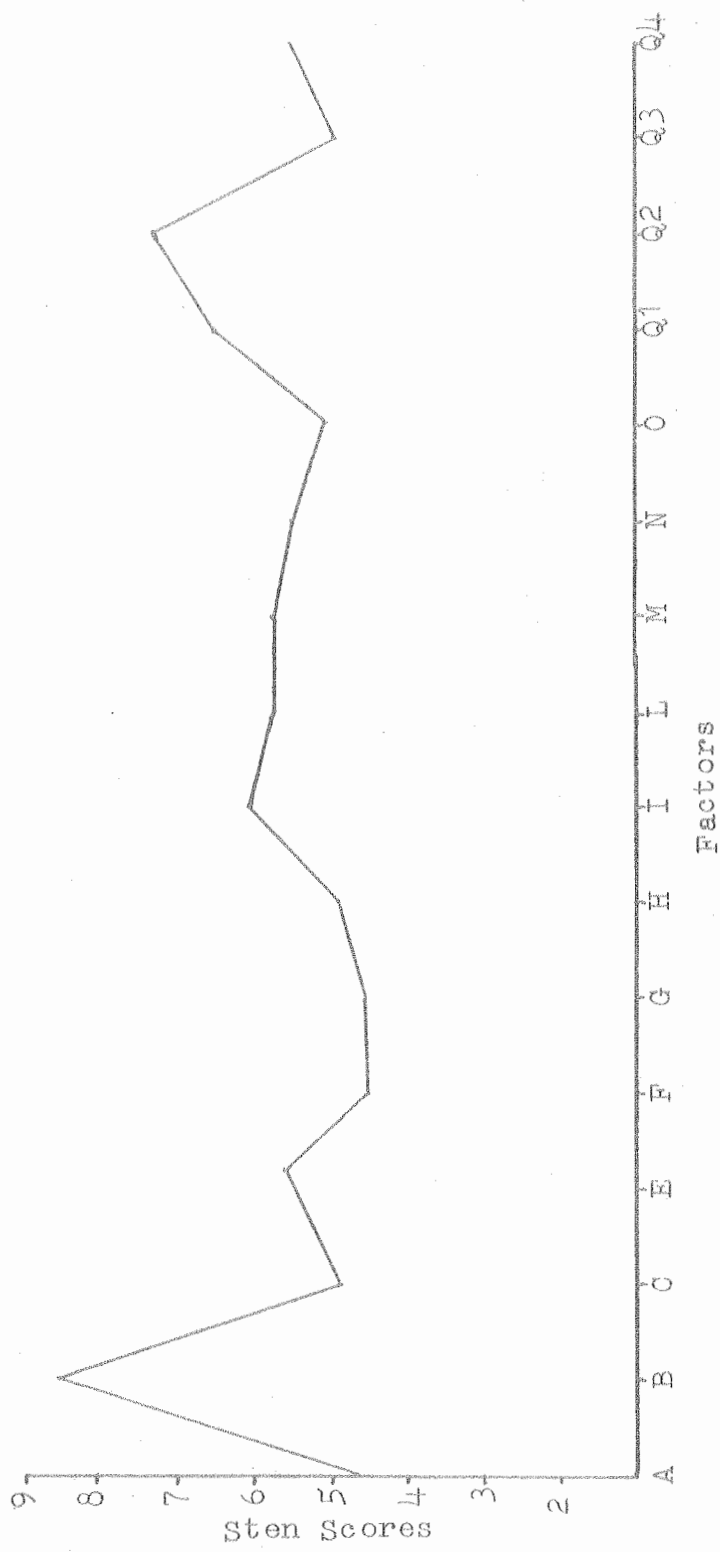


FIGURE III

16 PF Scores on Form A - Academic Librarians (n=31) _____

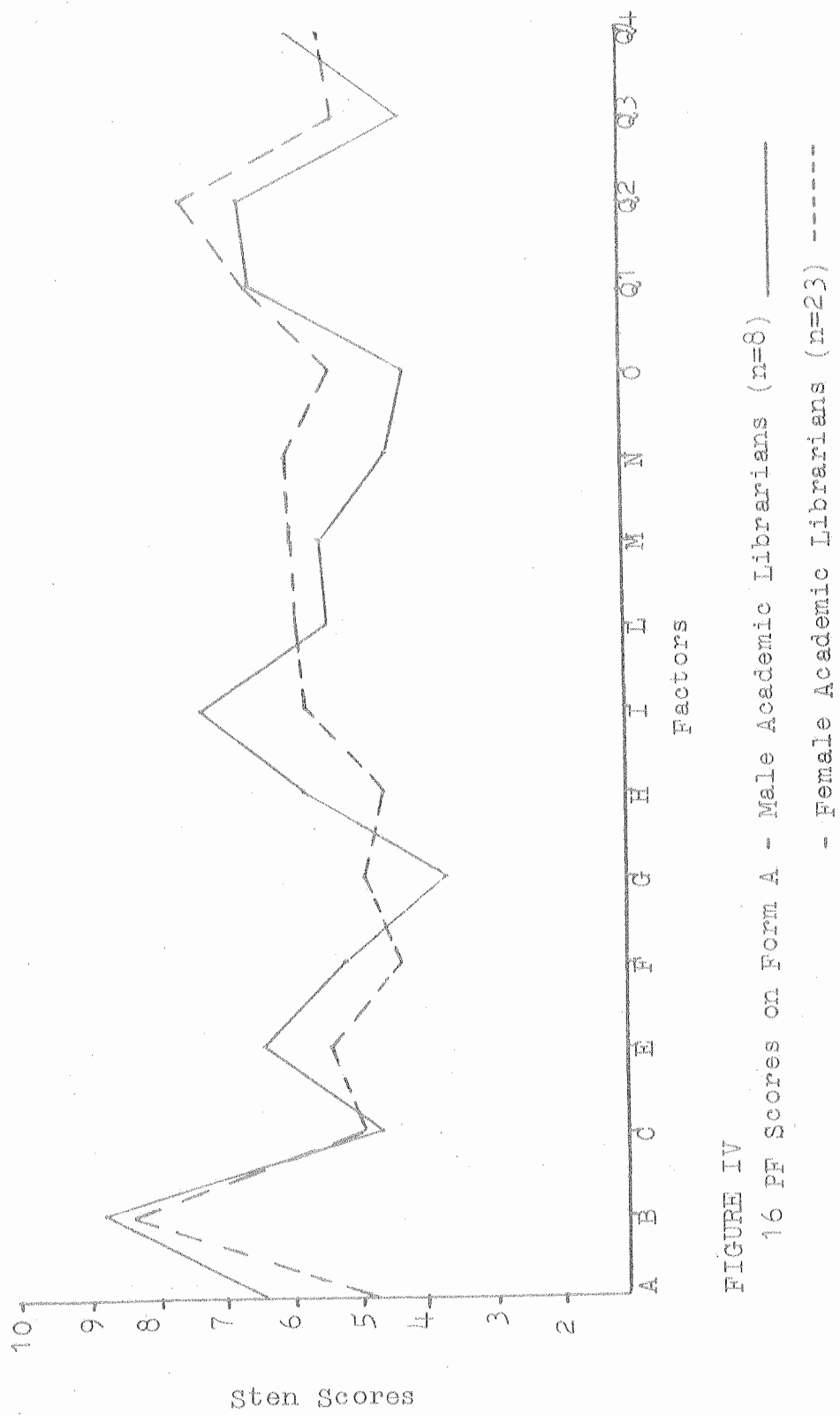


FIGURE IV
16 PF Scores on Form A - Male Academic Librarians (n=8) —
- Female Academic Librarians (n=23) - - - -

statistically significant differences on factor G. These scores indicate that the males are more sociable, easy-going, co-operative, and attentive to people (A), but tend to be more casual and less dependable than the females (G).

TABLE XXIV

Factors showing the largest mean differences between male and female academic librarians on selected factors of the 16PF - Form A

Factors	Male \bar{X}	Female \bar{X}	\bar{X} Diff.	t Value	Level of sig. *
A Schizothymia v. Cyclothymia	6.38	4.22	2.16	3.55	0.01
G Low Ego strength v. High Ego strength	3.63	4.91	1.28	1.72	0.10

* for t-test : degrees of freedom = 29

A profile of mean sten scores for each factor for public librarians is presented in Figure V . High scores were obtained on factors of B, I, M, Q1, and Q2. The scores indicate that public librarians are of above average intelligence (B), and are critical and experimenting (Q1). They are self-sufficient, resourceful, resolute persons who are accustomed to making their own decisions (Q2), but tend to be sensitive, effeminate and aesthetically

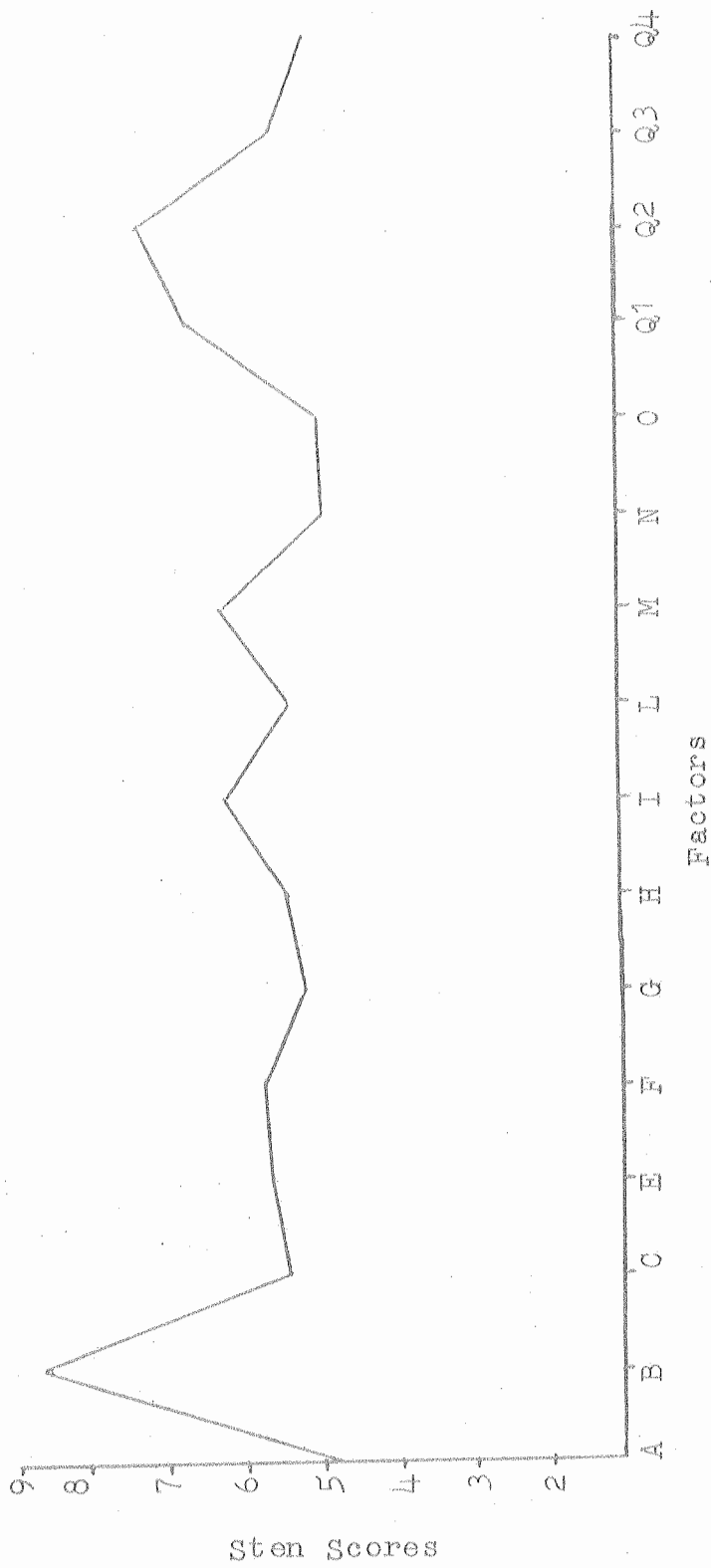


FIGURE V
16 PF Scores on Form A - Public Librarians (n=36)

inclined (I), and to be unconcerned and unconventional about practical considerations (M).

Low scores on factors A, N, and O, suggest that public librarians tend to be aloof, reserved persons (A); to be unpretentious, simple and natural (N); and to be confident, self-secure, cheerful persons (O).

Comparison of the mean sten profiles for male and female public librarians is presented in Figure VI, and Table XXV below shows two significant mean differences and two other distinct although not statistically significant differences. The most differentiating factors are Q2 and M which indicate that males rate themselves more highly than the females as self-sufficient, resourceful, resolute persons (Q2), and are able to be less concerned and conventional about practical matters whilst being given to an intense mental self-scrutiny and mental activity (M).

Distinct differences between the sexes, although not significant, appeared for the factors C and N. These scores indicate that the males tend to see themselves as more emotionally mature, calm and stable persons (C), and less prone to 'covering up' and manipulative behaviour than the females (N).

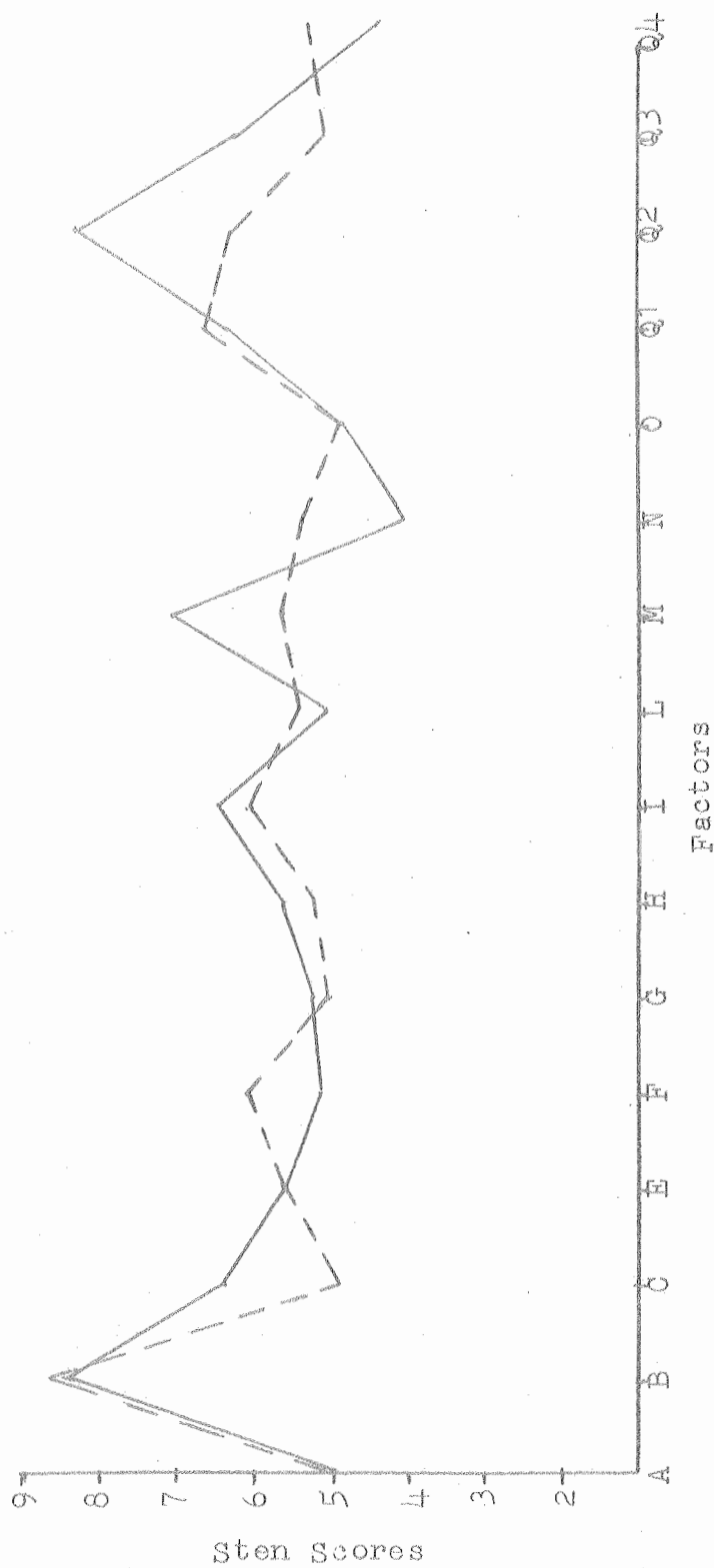


FIGURE VI

16 PF Scores on Form A - Male Public Librarians (n=13) —

- Female Public Librarians (n=23) - - - -

TABLE XXV

Factors showing the largest mean differences between male and female public librarians on selected factors of the 16PF - Form A

Factors	Male \bar{X}	Female \bar{X}	\bar{X} Diff.	t value	Level of sig. *
Q2 Group dependence v. Self- sufficiency	8.31	6.39	1.92	2.94	0.01
M Praxernia v. Alaxia	7.08	5.65	1.43	2.09	0.05
C Low ego strength v. High ego strength	6.31	4.96	1.35	1.97	0.10
N Naiveté v. Shrewdness	4.08	5.35	1.27	1.72	0.10

* for t-test : degrees of freedom = 34

A profile of mean sten scores for each factor for school librarians is presented in Figure VII. High scores were obtained on factors of B, I, M, Q1, Q2, and Q4. These factors suggest that the school librarians are of above average intelligence (B), mentally active and exploratory (Q1),

sufficiently resourceful and adequate to make and abide by their own decisions (Q2), not unduly attentive to or conventional in practical matters but more interested in aesthetics and likely to be self critical, sensitive and excitable (M, I, Q4).

These indications of inward-turning, sensitivity and excitability are enhanced by slightly low scores on factors A, C, F and H which indicate respectively, tendencies to aloofness and reservations, susceptibility to irritation by the social and material environment, and uncommunicativeness and withdrawal.

The profile of mean sten scores for each factor for special librarians is presented in Figure VIII. The high scores on factors B, I, M, Q1 and Q2 indicate a similar personality pattern to that of the other library groups. However, two other factors, F and N, with scores above the normal range, modify this picture unlike the other library groups. They see themselves as outgoing and communicative (F), socially alert and sophisticated (N) but neither readily perturbed (low on A, O and Q4 factors) nor inflexible (low on L). They may even be seen as casual and undependable and lacking in 'conscience' (G).

Since the analysis of age differences is an important aspect of personality, a profile of mean sten scores for each factor is presented for:-

- (a) young, inexperienced librarians,
- (b) young librarians (30 years and less) with experience in librarianship, and
- (c) older librarians (31 years and over).

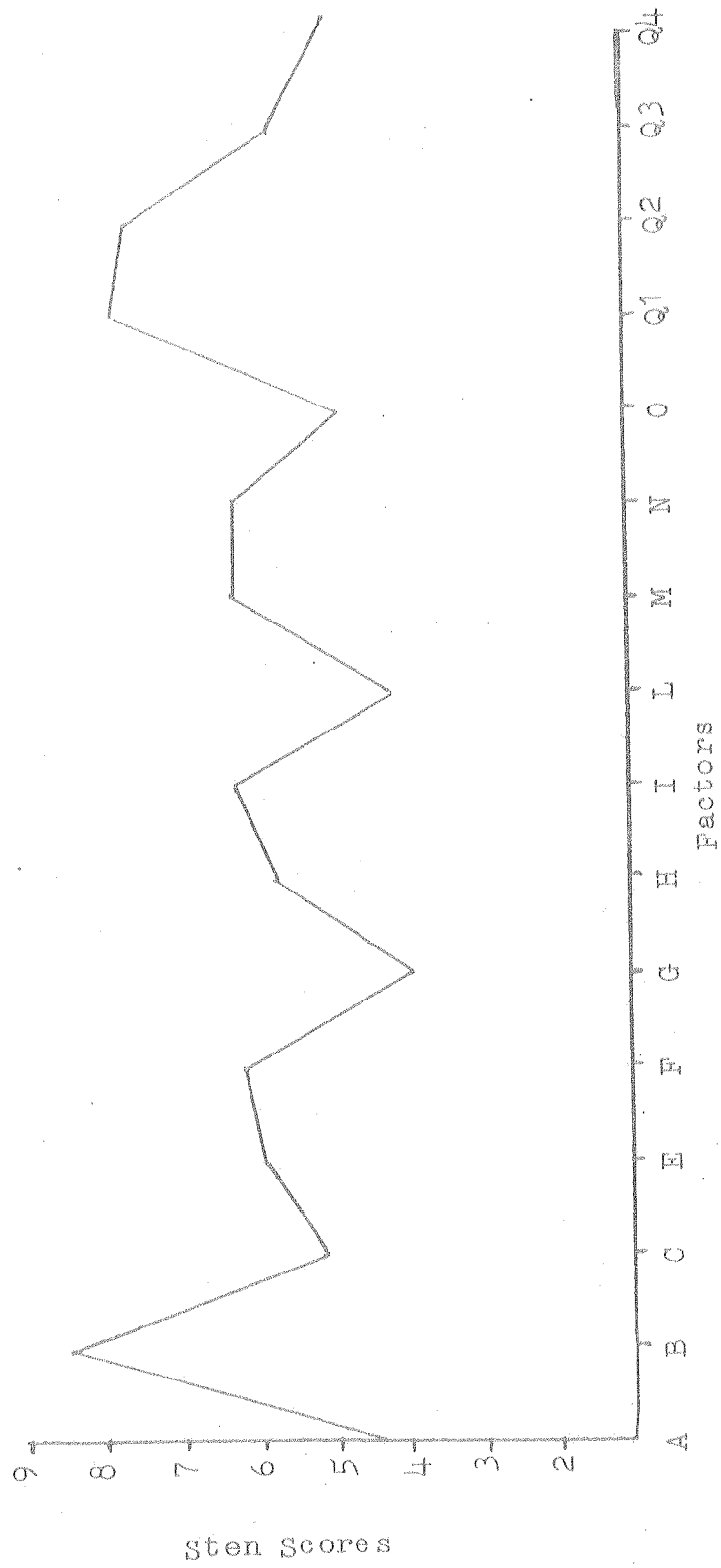


FIGURE VIII

16 PF Scores on Form A - Special Librarians (n=10)

In group (a) there were 12 young librarians under the age of 30 years, who qualified in 1972 and had, therefore, six months or less experience. The profile of their mean sten scores for each factor is presented in Figure IX. High scores were obtained on factors B, I, Q1, and Q2. They would seem, therefore, to show the usual trait combination in this study of high intelligence, resourcefulness, and sensitivity (B,I,Q1, Q2,). There is also evidence, however, in their low scores of immaturity of value codes and of responsibility (G, Q3), of timidity in the personal contact side of their work (A) and inadequacy in self expression and communication (H).

The profiles of mean sten scores for each factor for groups (b) and (c) is presented in Figure X. As might be expected the profiles of group (a) (Figure IX) and group (b) (Figure X) have considerable similarity with group (b)'s profile showing some presumably transitional trends towards that of group (c) (Figure X) e.g. on factors G, I, Q3. Greatest variability for the three groups appears to be on factors F, G, M, Q3 and a comparison of the largest mean differences for groups (b) and (c) (Table XXVI) reveals two significant differences (factors F and M) and one other distinct although not statistically significant difference (factor Q3). The F factor indicates that young librarians with experience in librarianship are significantly more talkative, expressive, enthusiastic and happy-go-lucky than older librarians which connects with the

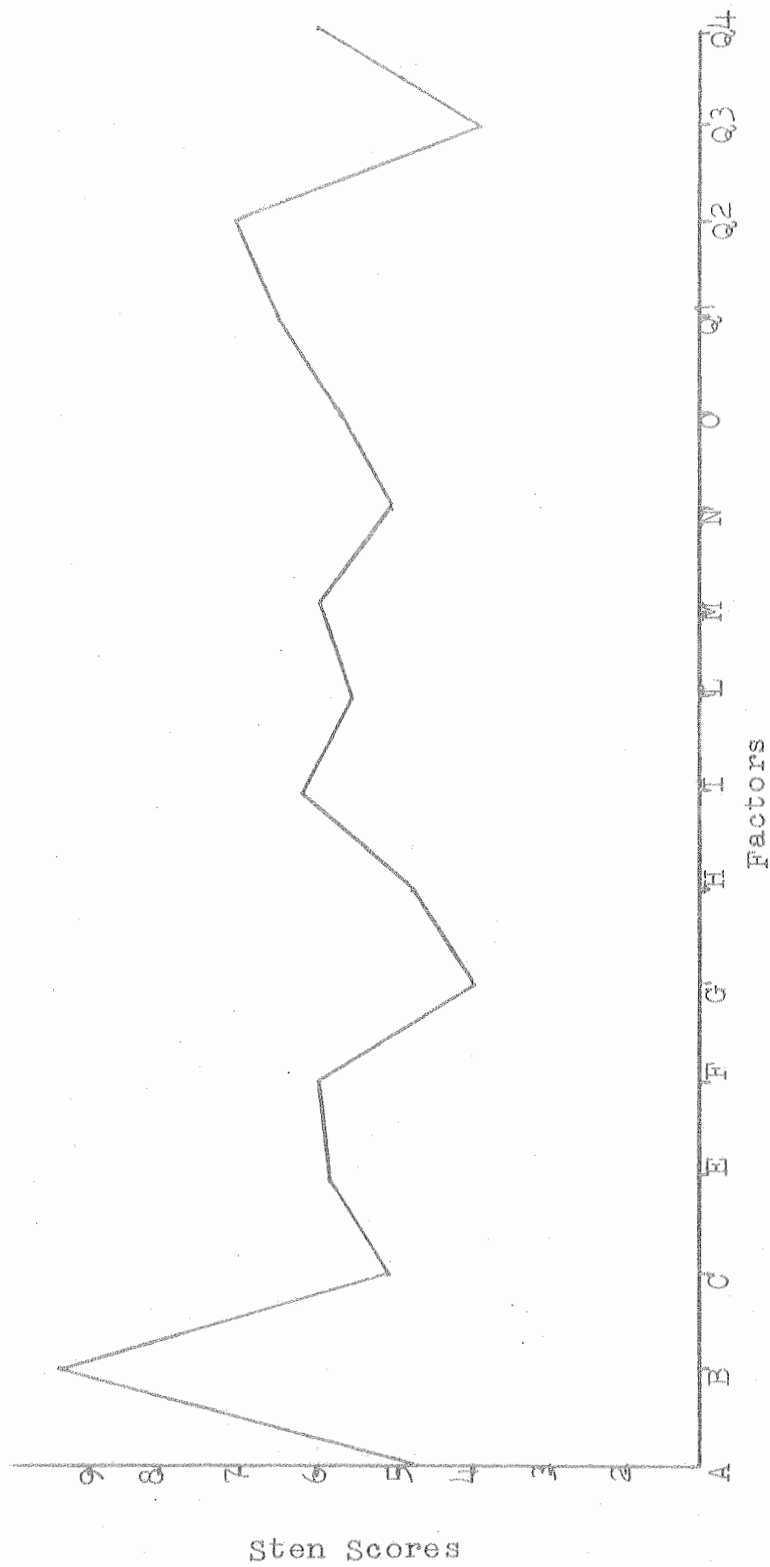


FIGURE IX

16 PF Scores on Form A - (a) Young Librarians without library experience, aged 30 years and less (n=12)

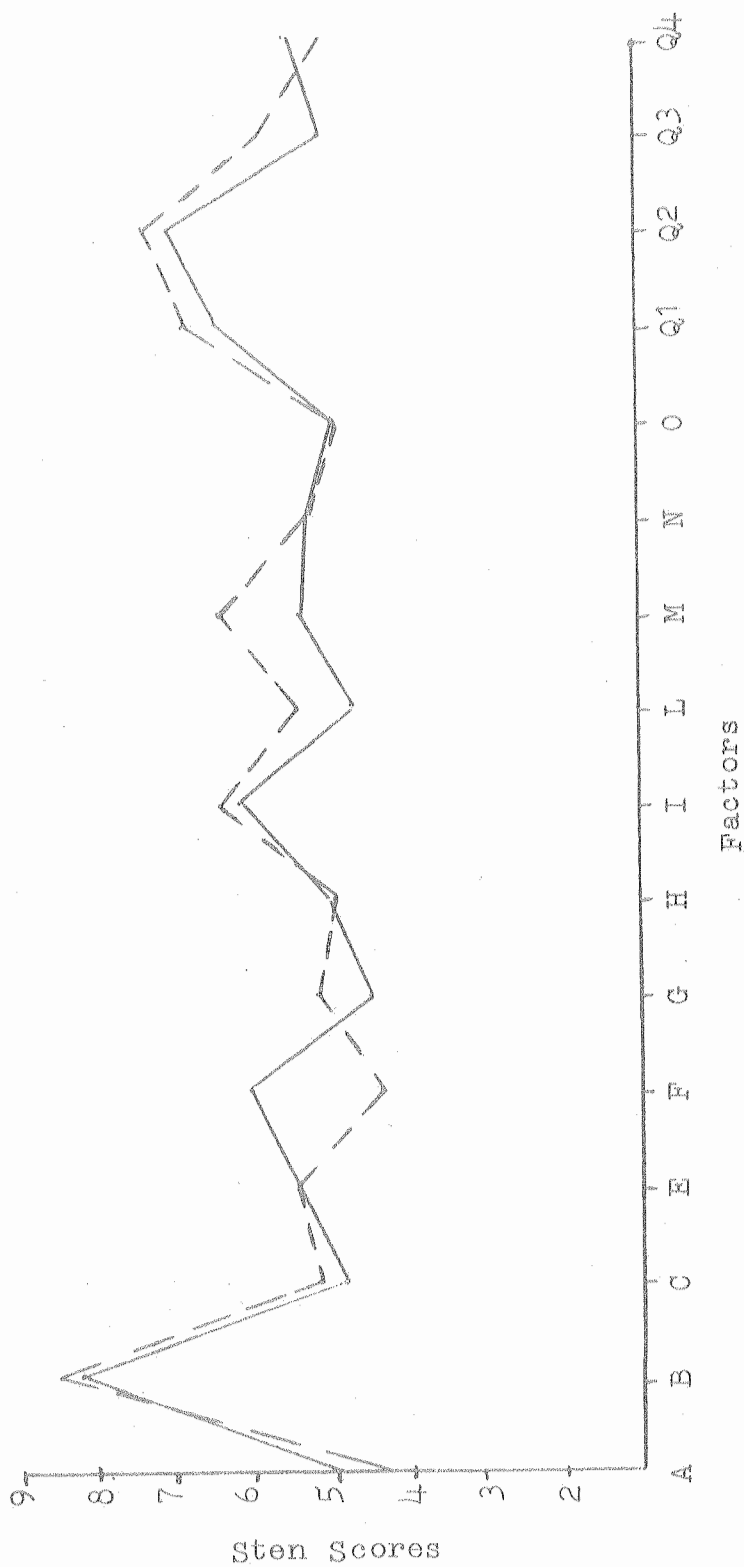


FIGURE X

16 PF Scores on Form A - (b) Young Librarians with Library Experience (n=30) ———

(c) Older Librarians with Library Experience (n=47) - - - - -

trend (on the Q3 factor) in older librarians towards greater self control, foresight and socially acceptable responses; and the M factor indicates that older librarians are significantly less concerned or conventional about practical matters.

TABLE XXVI

Factors showing the largest mean differences between young and older experienced librarians on selected factors of the 16 PF - Form A

Factors	Young X	Older X	\bar{X} Diff.	t value	Level of sig.*
F Desurgency v. Surgency	6.07	4.43	1.64	3.31	0.01
M Praxernia v. Alaxia	5.40	6.49	1.09	2.51	0.02
Q3 Low Intergration v. Self Sentiment Control	5.10	5.96	0.86	1.99	0.10

* for t-test : degrees of freedom = 75

As there were only 6 male librarians in the young librarian sample, a comparison of male and female differences is not tabulated. However, comparison of the 16 PF profiles in Figure XI for male and female older

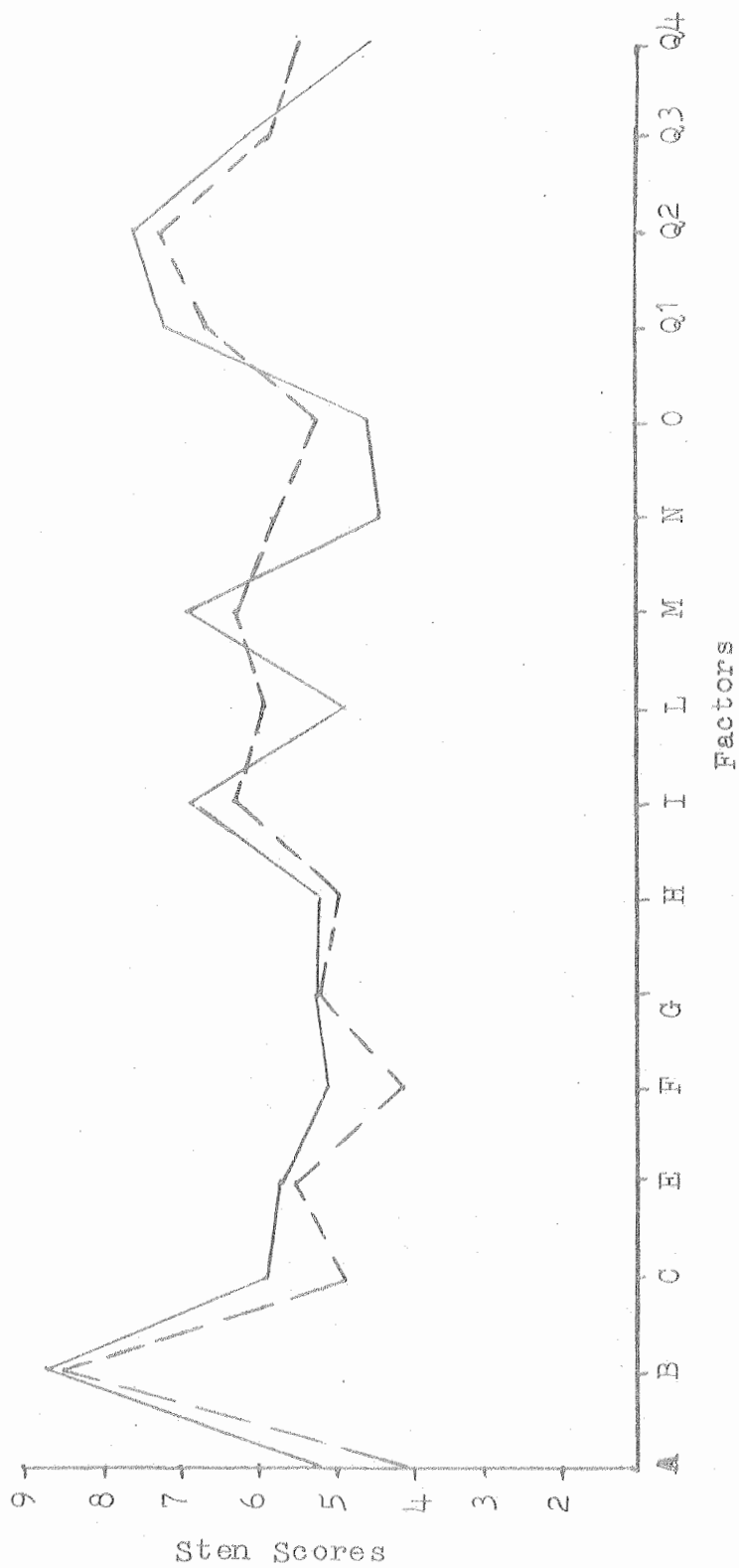


FIGURE XI

16 PF Scores on Form A - Older Experienced Male Librarians (n=17) _____

- Older Experienced Female Librarians (n=30) -----

librarians reveals one statistically significant mean difference (factor A) and four other pronounced trends towards significant differences (factors C, F, N, and Q4) as presented in Table XXVII. Factor A indicates that older female librarians behave more aloofly than the males, while the tendency is for older male librarians to react more stably and maturely (C), more enthusiastically and verbally (F), more naturally and forthrightly (N), and more composed (Q4) than the older female librarians.

TABLE XXVII

Factors showing the largest mean differences between older male and female experienced librarians on selected factors of the 16 PF - Form A

Factors	Male \bar{X}	Female \bar{X}	\bar{X} Diff	t value	Level of sig.*
Schizothymia v. A Cyclothymia	5.24	4.10	1.14	2.34	0.05
C Low ego Strength v. High Ego Strength	5.88	4.83	1.05	1.95	0.10
F Desurgency v. Surgency	5.06	4.07	0.99	1.74	0.10
N Naiveté v. Shrewdness	4.47	5.77	1.30	1.94	0.10
Q4 Low Ergic Tension v. High Ergic Tension	4.53	5.50	0.97	1.73	0.10

* for t-test : degrees of freedom = 45

Personality Factors of Reader Services
and Technical Services Librarians

Mean sten scores on each factor for the following are presented in Appendices M to R:

- (a) Reader Services and technical services librarians;
- (b) Young reader services and young technical services librarians, (aged 30 years and less) with experience in librarianship;
- (c) Older reader services and older technical services librarians, (aged 31 years and over) with experience in librarianship;
- (d) Female reader services and female technical services librarians;
- (e) Reference librarians and cataloguers and bibliographic checkers;
- (f) Female reference librarians and female cataloguers and bibliographic checkers.

All tables and graphs relating to the 16 PF are derived from these scores, and then as this information is presented for each group the EPI - Form A material will follow.

In group (a) the mean age for reader services librarians was 30.12 years and for technical services librarians 37.62 years. Two thirds of the reader services librarians were under 30 years of age compared with the technical services librarians where nearly 60 per cent were between 36 and 60 years of age. The age distribution is presented in Table XXVIII below. Personality profiles relating to different age groups

are presented after group (a) has been compared.

TABLE XXVIII

Age distribution of readers services
and technical services librarians by sex

Age	RS. Librarians			TS. Librarians		
	M	F	Total	M	F	Total
25 or less		14	14	4	2	6
26-30	3	5	8	1	5	6
31-35	1	2	3			
36-40		2	2	1	3	4
41-45		3	3	1	2	3
46-50		3	3		3	3
51-55				1		1
56-60					4	4
61 and over						
Totals	4	29	33	8	19	27
\bar{X} Age	29.25	30.24	30.12	29.75	40.36	37.62

Figure XII compares the 16PF profiles for group (a) in the sample. Subjects were extracted from the total sample of librarians by means of the identification material on the first part of the IS. Subjects had to spend at least

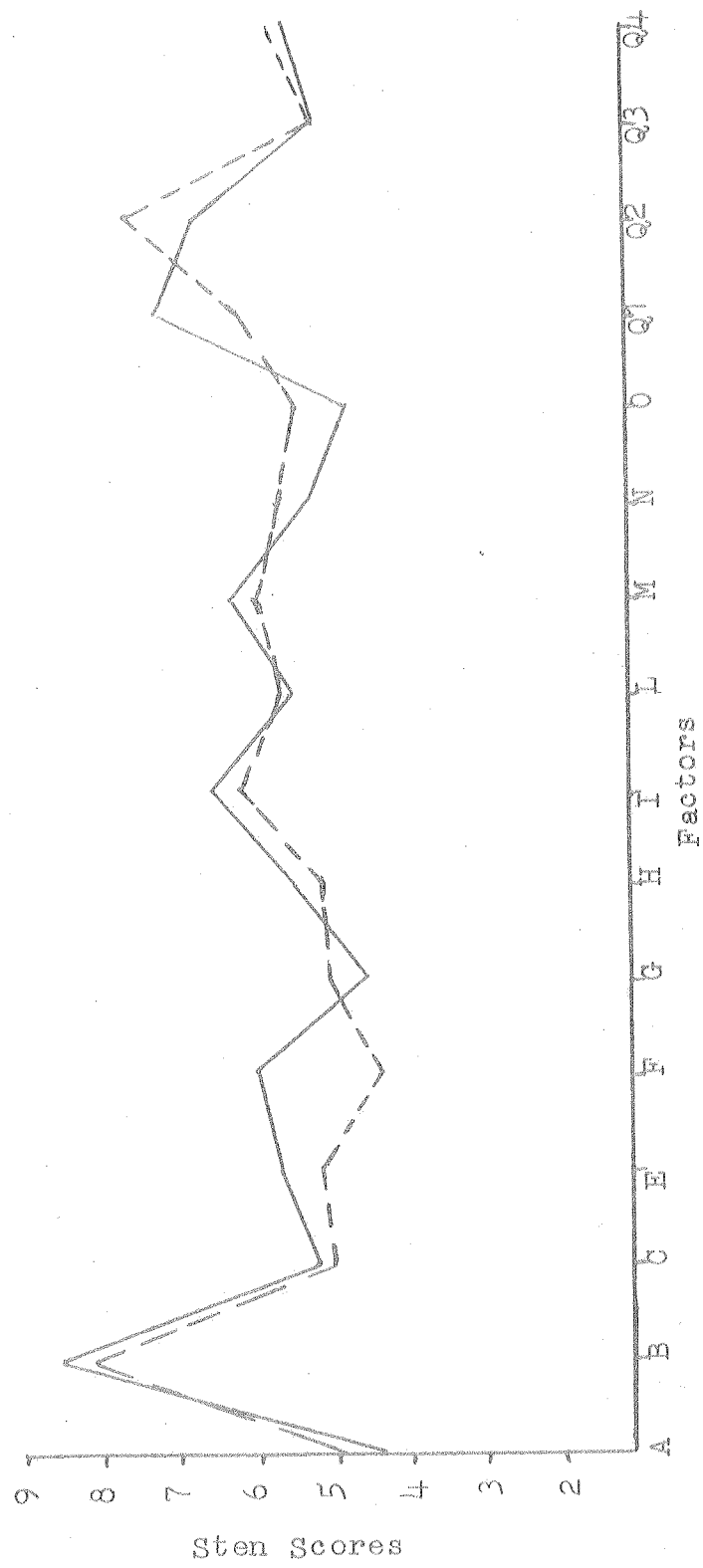


FIGURE XII

16 PF Scores on Form A - Reader Services Librarians (n=33) _____
- Technical Services Librarians (n=27) -----

60 per cent of their time in one of the two categories to be included in the sample.

Comparison of the profiles (Table XXIX) shows that two statistically significant differences in group (a) occur on factors F and Q1 and one marked trend towards a difference occurs on factor Q2. Scores on factors F and Q1 indicate that reader services librarians are significantly more communicative and enthusiastic than the technical services librarians and more ready to analyse and experiment, whereas the technical services staff seem to be less open and amenable to outside opinion and direction (Q2).

TABLE XXIX

Factors showing the largest mean differences between reader services and technical services librarians on selected factors of the 16 PF - Form A

Factors	RS. \bar{X}	TS. \bar{X}	\bar{X} diff.	t value	Level of Sig.*
Desurgency F v. Surgency	5.97	4.33	1.64	3.33	0.01
Conservatism Q1 v. Radicalism	7.18	6.04	1.14	2.40	0.02
Group Dependence Q2 v. Self- Sufficiency	6.61	7.52	0.91	1.93	0.10

* for t-test : degrees of freedom = 58

Table XXX below presents the means and standard deviations for the E, N, and L scores for the above groups on the EPI - Form A and for a sample of the general population. E scores indicate that group (a) librarians are more introverted than the general population and N scores indicate that they are generally no more neurotic than the normal population. The mean scores on the L Scale is slightly more than that of the normal population.

TABLE XXX

Means and standard deviations for reader services and technical services librarians and the normal population on E, N, and L scores of the EPI - Form A

Sample	E		N		L	
	\bar{X}	s.d.	\bar{X}	s.d.	\bar{X}	s.d.
Normal population	12.07	4.37	9.07	4.78	2.26	1.57
R.S. Lib. (n=33)	9.21	4.26	9.36	5.15	2.85	1.81
T.S. Lib. (n=27)	9.11	4.13	9.14	5.21	2.82	1.52

In comparing these two groups of librarians, the statistical analysis is presented in Table XXXI below and shows that the E and N mean score differences are not significant.

TABLE XXXI

Mean differences between reader services and technical services librarians on E and N scores of the EPI - Form A

	RS. \bar{X}	TS. \bar{X}	\bar{X} Diff.	t Value	Level of sig. *
E	9.21	9.11	0.10	0.0902	>0.10
N	9.36	9.14	0.22	0.1610	>0.10

* for t-test : degrees of freedom = 58

The profiles of mean sten scores for each factor of group (b) librarians is compared in Figure XIII. Young librarians, (aged 30 years and less) with six months or less experience in librarianship are excluded from the sample. Only one noticeable but not statistically significant difference (factor F) between the two groups occurs. This score indicates that young reader services librarians tend to be more talkative, expressive, enthusiastic and happy-go-lucky than young technical services librarians (Table XXXII).

TABLE XXXII

Factors showing the largest mean differences between young reader services and young technical services librarians with experience in librarianship on selected factors of the 16 PF - Form A

Factors	RS. \bar{X}	TS. \bar{X}	\bar{X} diff.	t value	Level of sig.*
F Desurgency v. Surgency	6.44	4.88	1.56	1.73	0.10

* for t-test : degrees of freedom = 22

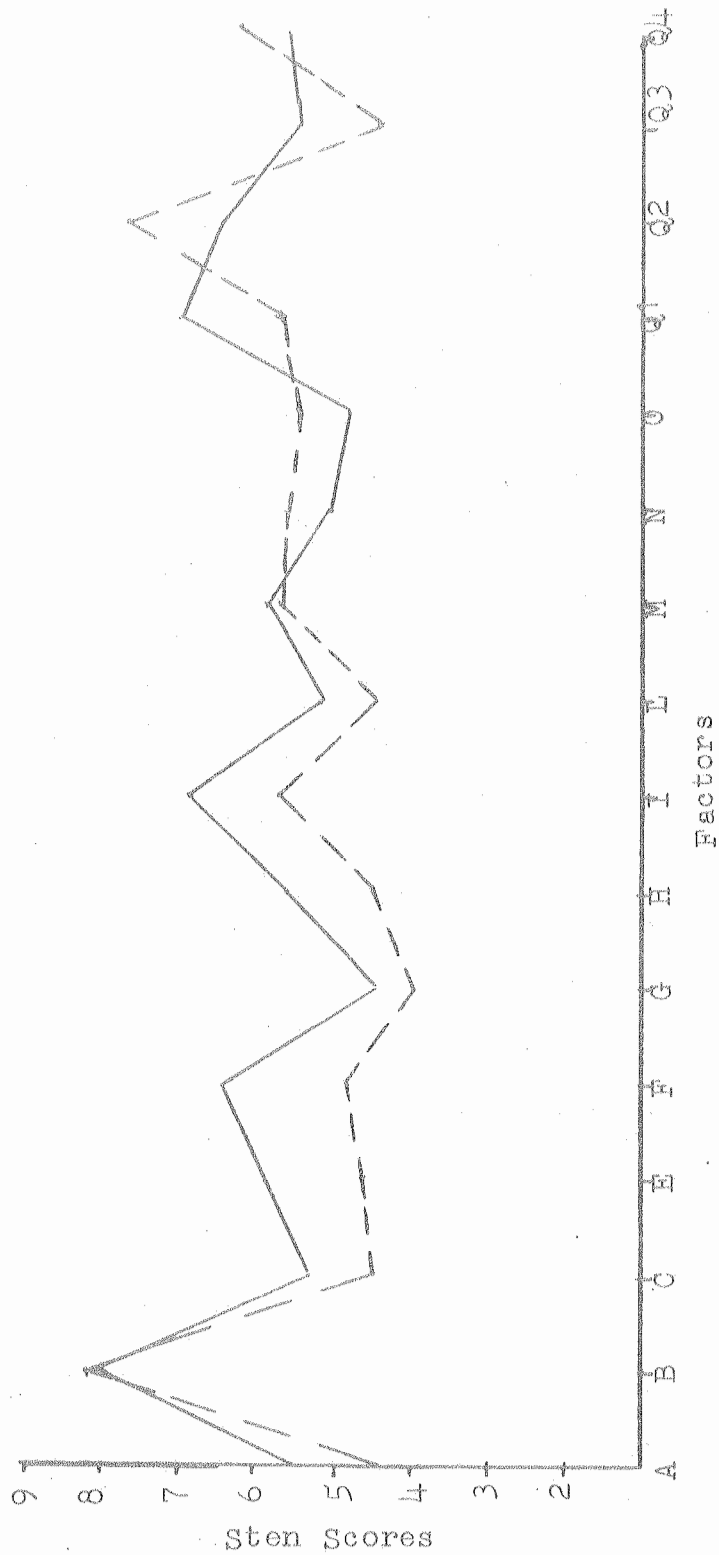


FIGURE XIII

16 PF Scores on Form A - Young Reader Services Librarians aged 30 years and less with experience in librarianship (n=16) _____
- Young Technical Services Librarians aged 30 years and less with experience in librarianship (n=8) -----

On the EPI - Form A (Table XXXIII), E scores for group (b) librarians show a higher degree of introversion than for the general population, and N Scores indicate that young technical services librarians tend to be slightly more neurotic than the normal population. The mean score on the Lie Scale for young reader services librarians is slightly more than that of the normal population.

TABLE XXXIII

Means and standard deviations for young reader services and technical services librarians with experience in librarianship and the normal population on E, N, and L scores of the EPI - Form A

Sample	E		N		L	
	\bar{X}	s.d.	\bar{X}	s.d.	\bar{X}	s.d.
Normal population	12.07	4.37	9.07	4.78	2.26	1.57
Young R.S. Libs. (n=16)	10.50	4.32	8.81	6.26	2.94	2.07
Young T.S. Libs. (n=8)	9.50	5.02	9.88	4.06	2.25	1.64

E and N mean score differences between group (b) librarians are not significant (Table XXXIV).

TABLE XXXIV

Mean differences between young reader services and technical services librarians with experience in librarianship on E and N scores of the EPI - Form A

	R.S. Libs. \bar{X}	T.S. Libs. \bar{X}	\bar{X} diff.	t value	Level of sig.*
E	10.50	9.50	1.00	0.48	>0.10
N	8.81	9.88	1.07	0.42	>0.10

* for t-test : degrees of freedom = 22

The profiles of mean sten scores for each factor of group (c) librarians is compared in Figure XIV. Two statistically significant differences on the factors A and F occur for the mean sten scores of Table XXXV. The A score indicates that older reader services librarians are significantly more aloof and reserved persons than older technical services librarians. The F score indicates that older technical services librarians are significantly more silent, serious and uncommunicative than older reader services librarians.

TABLE XXXV

Factors showing the largest mean differences between older reader services and technical services librarians with experience in librarianship on selected factors of the 16 PF - Form A

Factors	$\frac{RS.}{X}$	$\frac{TS.}{X}$	\bar{X} diff.	t value	Level of sig.*
A Schizothymia v. Cyclothymia	3.82	5.00	1.18	2.11	0.05
F Desurgency v. Surgency	5.27	3.87	1.40	2.26	0.05

* for t-test :degrees of freedom = 24

On the EPI - Form A, E and N scores indicate that group (c) librarians are generally more introverted and

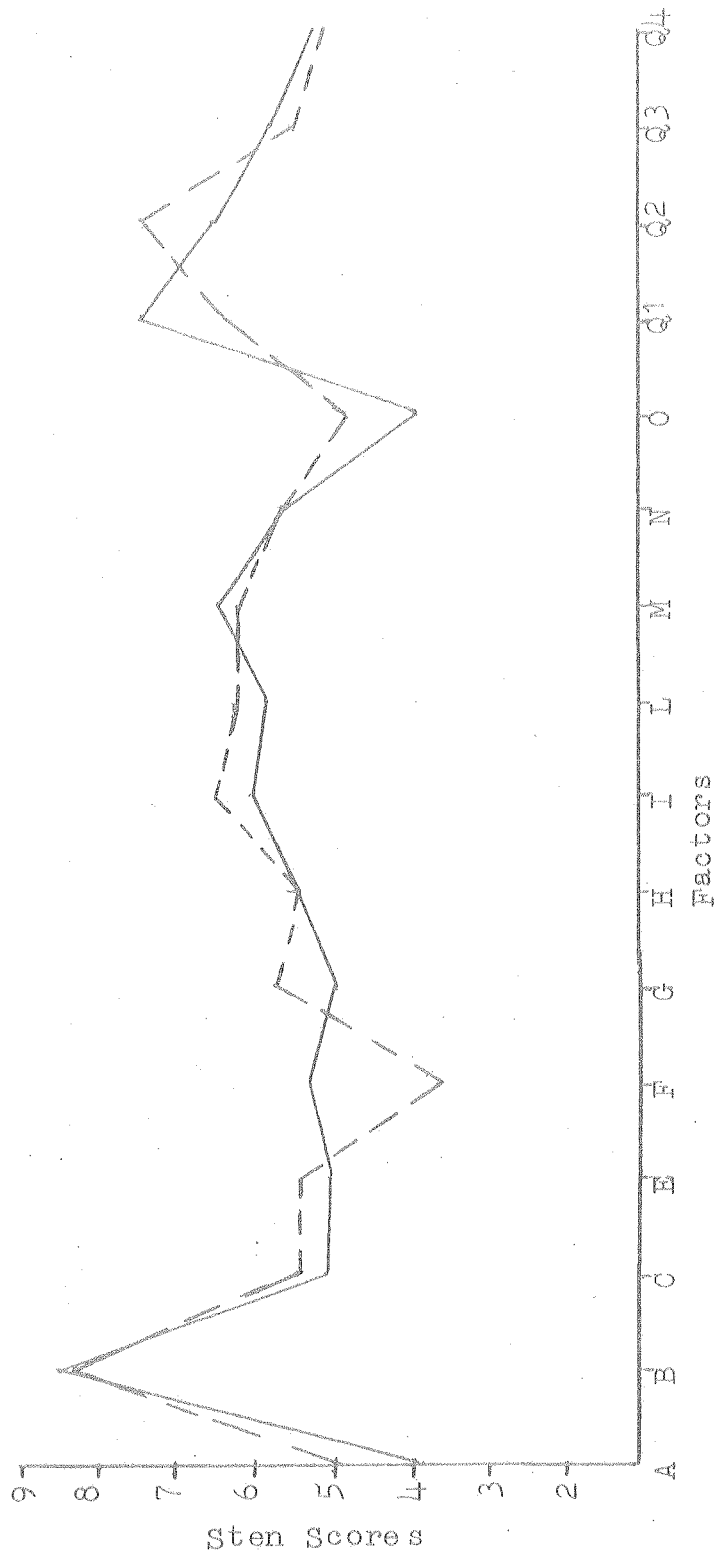


FIGURE XIV

16 PF Scores on Form A - Older Reader Services Librarians, aged 31 years and over with experience in librarianship (n=11)

- Older Technical Services Librarians, aged 31 years and over with experience in librarianship (n=15)

slightly less neurotic than the normal population. The mean scores on the L scale is slightly more than that of the normal population (Table XXXVI).

TABLE XXXVI

Means and standard deviations for older reader services librarians and technical services librarians with experience in librarianship and the normal population on E, N, and L scores of the EPI - Form A

Sample	E		N		L	
	\bar{X}	s.d.	\bar{X}	s.d.	\bar{X}	s.d.
Normal Population	12.07	4.37	9.07	4.78	2.26	1.57
Older RS. Libs. (n=11)	8.27	3.28	8.36	3.32	2.91	1.50
Older TS. Libs. (n=15)	8.93	4.03	8.53	5.99	2.73	1.35

E and N mean score differences between older reader services and technical services librarians were not significant (Table XXXVII).

TABLE XXXVII

Mean differences between older reader services and technical services librarians with experience in librarianship on E and N scores of the EPI - Form A

	RS. Libs. \bar{X}	TS. Libs. \bar{X}	\bar{X} diff.	t value	Level of sig.*
E	8.27	8.93	0.66	0.43	>0.10
N	8.36	8.53	0.17	0.08	>0.10

Because of the small number of male reader services librarians ($n=4$) and technical services librarians ($n=8$), the author considered it inappropriate to compare the differences between male and female subjects. Results presented in Figure XV, however, compare the 16 PF profiles for group (d) librarians. The mean age for female reader services was 30.24 years and 40.36 for female technical services librarians. Nearly half the female reader services librarians were below 25 years, whilst over 60 per cent of female technical services librarians were between 36 and 60 years of age (Table XXVIII above).

The largest mean differences between the two groups of female librarians was presented in Table XXXVIII. Mean differences on F and Q2 factors are statistically significant but on Q1 there is no more than a noteworthy trend. The F score indicates that female technical services librarians are significantly more silent, serious and uncommunicative, but more self-sufficient, resourceful, resolute and accustomed to making their own decisions than female reader services librarians (Q2). Also, the female reader services librarians tend to be more critical and experimental than the female technical services staff (Q1).

On the EPI - Form A (Table XXXIX), E scores indicate that group (d) librarians are more introverted than the general population, and N scores indicate that they are slightly more neurotic than that of the normal population. The mean score on the Lie scale is also slightly more than that of the normal population.

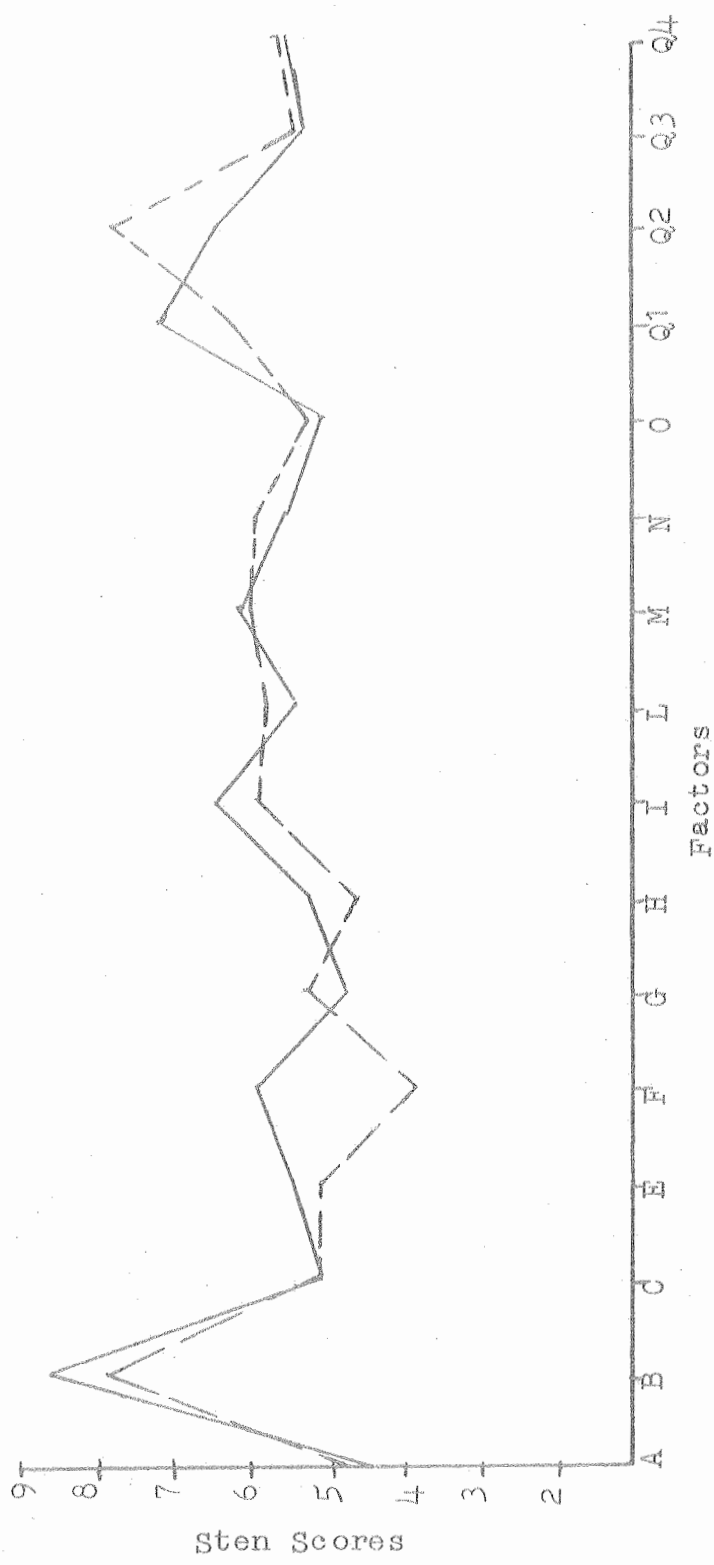


FIGURE XV.

16 PF Scores on Form A - Female Reader Services Librarians (n=29) _____
- Female Technical Services Librarians (n=19)-----

TABLE XXXVIII

Factors showing the largest mean differences between female reader services and technical services librarians on selected factors of the 16 PF - Form A

Factors	F. RS. \bar{X}	F. TS. \bar{X}	\bar{X} diff.	t value	Level of sig.*
F Desurgency v. Surgency	5.97	3.90	2.07	3.62	0.001
Q2 Group Dependence v. Self- Sufficiency	6.41	7.74	1.33	2.47	0.02
Q1 Conservatism v. Radicalism	7.14	6.21	0.93	1.67	>0.10

* for t-test : degrees of freedom = 46

TABLE XXXIX

Means and standard deviations for female reader services and technical services librarians and the normal population on E, N, AND L scores of the EPI - Form A

Sample	E		N		L	
	\bar{X}	s.d.	\bar{X}	s.d.	\bar{X}	s.d.
Normal population	12.07	4.37	9.07	4.78	2.26	1.57
Female RS. Lib. (n=29)	8.72	4.14	9.90	4.98	3.00	1.84
Female TS. Lib. (n=19)	7.90	3.95	10.26	5.12	2.90	1.71

The E and N mean score differences between group (d) librarians were not significant (Table XL).

TABLE XL

Mean differences between female reader services and technical services librarians on E and N scores of the EPI - Form A

	Female RS. \bar{X}	Female TS. \bar{X}	\bar{X} diff.	t value	Level of sig.*
E	8.72	7.90	0.82	0.67	>0.10
N	9.90	10.26	0.36	0.24	>0.10

* for t-test: degrees of freedom = 46

Group (e) librarians were identified by job title from the IS within the categories of reader services and technical services librarians. The age distribution of these librarians is presented in Table XLI below. The mean age for reference librarians is 30.65 years and 37.47 years for cataloguers and bibliographic checkers. Seventy per cent of reference librarians were under 30 years but approximately half the cataloguers and bibliographic checkers were between 30 years or between 41 and 60 years of age.

TABLE XLI

Age distribution of reference librarians
and cataloguers and bibliographic checkers
by sex

Age	Ref. Librarians			Cataloguers		
	M	F	Total	M	F	Total
25 or less		6	6	3	2	5
26-30	3	3	6	1	4	5
31-35						
36-40		2	2			
41-45		1	1	1	2	3
46-50		2	2		1	1
51-55				1	1	2
56-60					3	3
61 and over						
Totals	3	14	17	6	13	19
\bar{X} age	28.0	31.21	30.65	32.17	39.92	37.47

Figure XVI compares the 16 PF profiles for group (e) librarians. Table XLII below presents the largest mean differences. Only the difference in means on factor F is statistically significant.

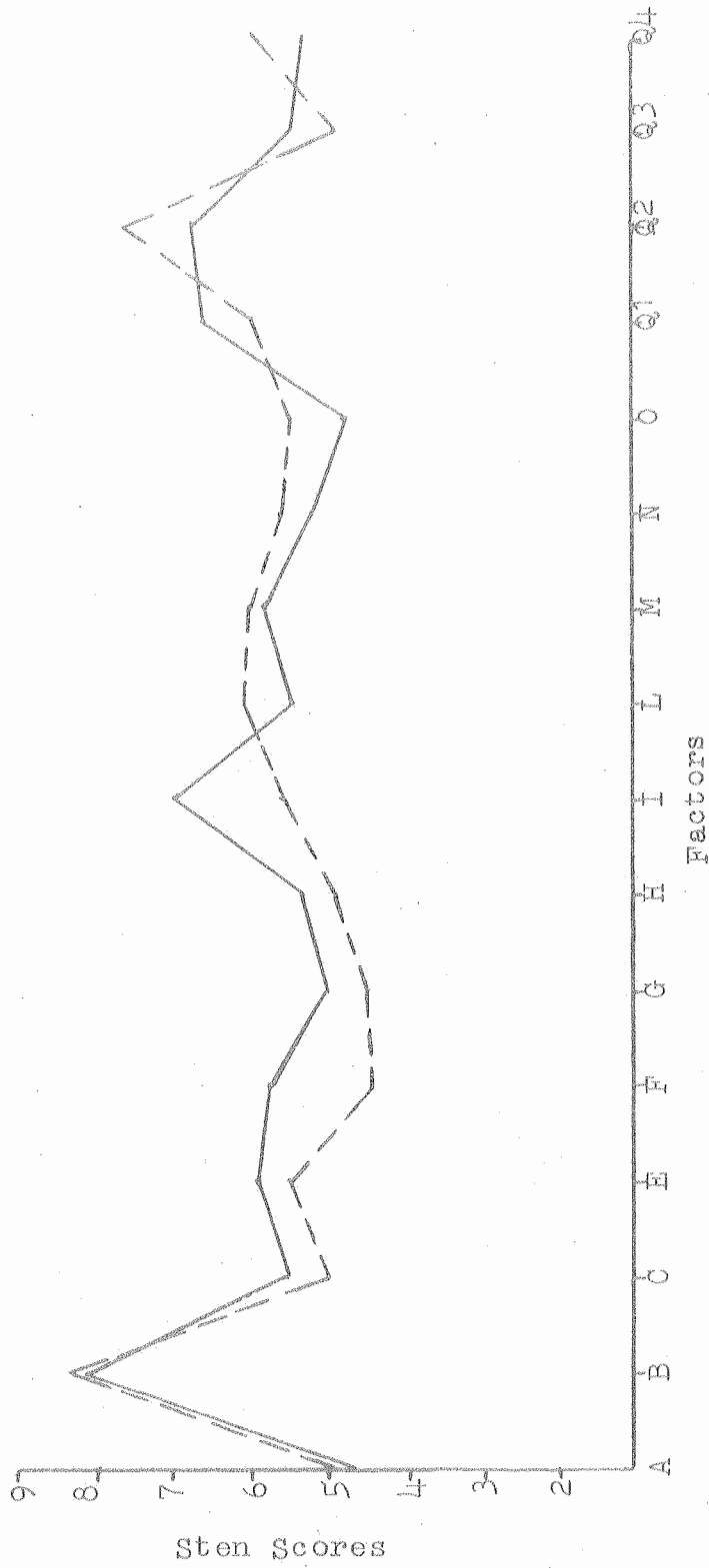


FIGURE XVI

16 PF Scores on Form A - Reference Librarians (n=17) _____
 - Cataloguers and Bibliographic Checkers (n=19) -----

TABLE XLIII

Factors showing the largest mean differences between reference librarians and cataloguers and bibliographic checkers on the 16 PF - Form A

Factors	Ref. Lib. \bar{X}	Cats. \bar{X}	\bar{X} diff.	t value	Level of sig.*
F Desurgency v. Surgency	5.71	4.37	1.34	2.12	0.05
I Harria v. Premsia	6.88	5.53	1.35	1.93	0.10

* for t-test : degrees of freedom = 34

This score indicates that cataloguers and bibliographic checkers are significantly more silent, serious and uncommunicative than reference librarians, but they tend to be less sensitive, effeminate and aesthetically inclined than reference librarians (I).

On the EPI - Form A (Table XLIII), E scores indicate that group (e) librarians are more introverted than the general population. N Scores indicate that reference librarians are slightly less neurotic, and cataloguers and bibliographic checkers slightly more neurotic than the normal population. The mean score on the Lie scale is slightly more than that of the normal population, especially for reference librarians.

TABLE XLIII

Means and standard deviations for reference librarians and cataloguers and the normal population on E, N, and L scores of the EPI - Form A

Sample	E		N		L	
	\bar{X}	s.d.	\bar{X}	s.d.	\bar{X}	s.d.
Normal population	12.07	4.37	9.07	4.78	2.26	1.57
Ref. Lib. (n=17)	9.24	4.51	8.06	4.24	3.29	1.71
Cat. (n=19)	9.26	4.54	9.79	5.33	2.84	1.66

The E and N mean score differences between group (e) librarians are not significant (Table XLIV).

TABLE XLIV

Mean differences between reference librarians and cataloguers on E and N scores of the EPI - Form A

	Ref. Lib. \bar{X}	Cat. \bar{X}	\bar{X} diff.	t value	Level of sig.*
E	9.24	9.26	0.02	0.01	>0.10
N	8.06	9.79	1.73	1.04	>0.10

* for t-test: degrees of freedom = 34

Figure XVII gives the 16PF profiles for group (f) librarians. The mean age for female reference librarians was 31.21 years and 39.92 years for female cataloguers and bibliographic checkers (Table XLI above). Over 60 per cent of reference librarians were below 30 years but approximately half the cataloguers and bibliographic checkers were below 30 years or between 41 and 60 years of age.

There is one statistically significant difference (factor F) and one trend towards a difference (factor I) in the 16 PF factors for the above two library groups (Table XLV). These scores can be interpreted the same as for the previous group of reference librarians and cataloguers.

TABLE XLV

Factors showing the largest mean differences between female reference librarians and cataloguers and bibliographic checkers on the 16PF - Form A

Factors	F.Ref.L. \bar{X}	F. Cat. \bar{X}	\bar{X} diff.	t value	Level of sig.*
F Desurgency v. Surgency	5.57	3.77	1.80	2.52	0.02
I Harria v. Premsia	6.71	5.08	1.63	1.96	0.10

* for t-test : degrees of freedom = 25

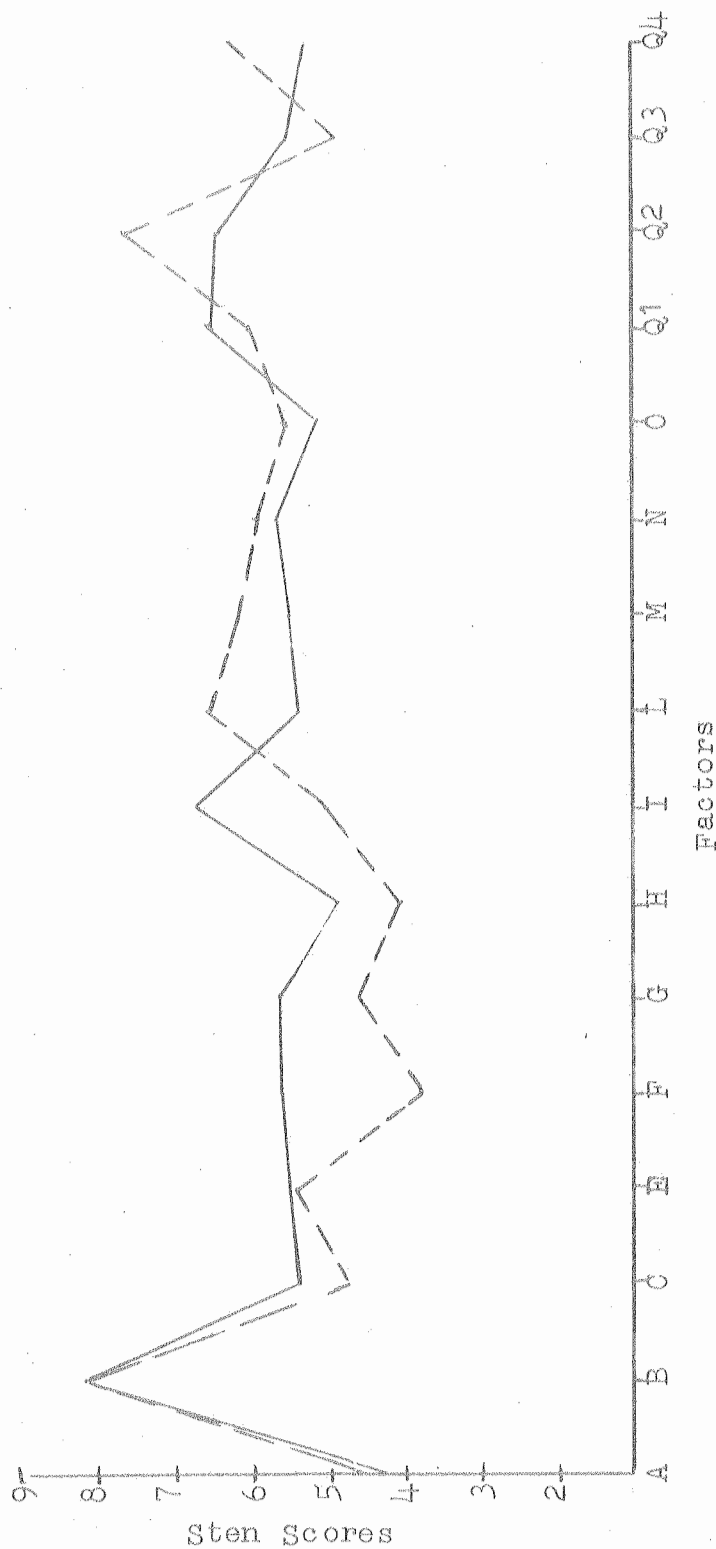


FIGURE XVII

16 PF Scores on Form A - Female Reference Librarians (n=14) _____

- Female Cataloguers and

Bibliographic Checkers (n=13) -----

On the EPI - Form A (Table XLVI), E scores indicate that group (f) librarians are more introverted than the general population, and N scores that the female reference librarians are slightly less neurotic, but the female cataloguers and bibliographic checkers slightly more neurotic than the normal population. The mean scores on the Lie scale are slightly higher than the normal population, especially for reference librarians.

TABLE XLVI

Means and standard deviations for female reference librarians and Cataloguers and the normal population on E, N, and L scores of the EPI - Form A

Sample	E		N		L	
	X	s.d.	X	s.d.	X	s.d.
Normal population	12.07	4.37	9.07	4.78	2.26	1.57
F. Ref. Lib. (n=14)	8.21	4.11	8.64	3.68	3.64	1.59
Female Cat. (n=13)	7.85	4.38	11.77	5.05	2.85	1.96

The E mean score differences between group (f) librarians are not statistically significant (Table XLVII), but the results suggest that the female cataloguers and bibliographic checkers tend to be slightly more neurotic than the female reference librarians.

TABLE XLVII

Mean differences between female reference librarians and female cataloguers on E and N scores of the EPI - Form A

	Female Ref. Lib. \bar{X}	Female Cat. \bar{X}	\bar{X} Diff.	t Value	Level of sig.*
E	8.21	7.85	0.36	0.21	> 0.10
N	8.64	11.77	3.13	1.78	0.10

* for t-test : degrees of freedom = 25

DISCUSSION

CHAPTER IV

DISCUSSION

Present findings of the study.

From the results of the demographic factors presented in Chapter III, a brief description of the predominant factors of qualified librarians may be stated. The most noteworthy features are in respect of: (a) Age: Half the female librarians are relatively young whilst the male ages are more evenly distributed; (b) Location: Eighty two per cent of all librarians live in Hobart and the surrounding suburbs, especially in the southern Hobart area; (c) Nationality; Over 90 per cent are of Australian and British nationality; (d) Marital and family status: Over half of the librarians are married. The male librarians tend to have more children. Although there are more married than single librarians in each institution, a higher proportion of the female librarians in the public library are single. (e) Remuneration: The female librarians tend to receive lower salaries.

Speculation can be made concerning these trends as it is a female - dominated profession and since half the female librarians are under 30 years of age, and have a library experience which is more distributed but less extensive than that of the males, and as they have less supervisory authority, the female librarians probably have

had neither the opportunities nor the experience to advance their library careers. Also, if they regard librarianship as an intermittent career, rather than a continuous one, they may be a useful work force in the future as they replace older librarians, but at present because of their youth and relatively recent qualifying, their inexperience may be having detrimental effects upon librarianship.

Although male librarians can be better paid in the lower salary levels, they often receive the highest salaries. However, equal proportions of male and female librarians receive salaries exceeding \$7,000 but only one female public librarian exceeded this figure.

As 60 per cent of the public librarians possess only library qualifications, administrators may consider it necessary to encourage and employ librarians with more diverse qualifications. Even the preponderance of B.A. degrees in all institutions may mean that librarians may not be equipped to meet the future requirements of subject specialization or scientific research into librarianship.

Obtaining a qualification and then returning to study at a much later date is a fairly popular pattern for all librarians in each institution, and although it should still be encouraged, full-time study, especially for school librarians, is easily available and possibly more

appropriate. As 60 per cent of school librarians obtained library qualifications in 1972 and commenced work in 1973, full-time study for this group appears to be coming a more usual pattern.

The growth of librarianship in Tasmania is reflected in the facts that (a) a third of librarians in all institutions have obtained their qualifications since 1970, (b) there has been a considerable movement of librarians between institutions especially on the part of academic and public librarians, and (c) there has been a considerable movement by academic and school librarians into new positions in the last twelve months.

Rating scales on enjoyment and handling of library work rather than using the forced-choice questions may have provided more relevant and useful information but the free responses covering factors 'liked best' and 'liked least' about library work can be judged as expressions of forms of satisfaction and dissatisfaction. The problem of qualified librarians having to perform nonprofessional duties has always been with libraries, and any proposals to relieve the professional worker of such tasks by clerical assistants might be administratively impossible, breaking the continuity of assistance and service to the public. Probably even subject specialists will have to deal with non-professional duties, 'routine cataloguing and book processing'.

School librarians are likely to be always frustrated by or accepting of discipline problems and supervision as part of their teaching environment. Although the public librarians enjoy their work, the frustrations they mentioned such as those caused by inadequate planning, administrative authority and disorganisation, may lead to future unnecessary resignations.

From the results of the personality analysis of librarians in Chapter III, a brief description of the main traits may be stated. The most recurring high scores across all groups investigated were obtained on factors B, I, M, Q1, and Q2. These suggest that, generally, librarians are of above average intelligence, are experimenting, critical, self-sufficient, resourceful, resolute persons who are accustomed to making their own decisions. They tend to be neither unduly attentive to nor conventional in practical matters but to be a sensitive, effeminate, aesthetically inclined group.

The most recurring low score across all groups was obtained on Factor A which suggests that librarians tend to be aloof and reserved persons who prefer working alone rather than dealing with people. As a group, librarians

tend also to be casual and less dependable (G).

These findings agree with the work of other researchers that librarians are above average intelligence (Morrison, 1961; Sladen, 1972), experimenting and critical (Bryan, 1952), aesthetic, effeminate, sensitive people (Bryan, 1952; Douglass, 1957; McMahon, 1965), but are aloof, reserved persons (Bryan, 1952; Douglass, 1957) who prefer working alone.

That they are inattentive to or unconventional in practical matters tends to disagree with Douglass' (1957) findings of conservative and conforming approaches to behaviour. Although McMahon (1965) found librarians to be insecure, and Bryan (1952) and Sladen (1972) found them to be lacking confidence and feeling inferior, this study showed a normal amount of nervous tension without undue anxiety or neurotic behaviour.

On the whole, the librarians studied are well adjusted and it is perhaps their environment which helps to protect and isolate them from tension producing factors.

Although librarians are people of above average intelligence, the experimental and critical aspects of their personalities, together with their reserved and aloof attitudes, may mean that they do not fully emotionally relate to people. Their interest in people and dealings with the public as an expression of factors 'liked best' about their library work, is probably an intellectualized and idealized personal relationship. Since librarians are sensitive and aloof

they possibly maintain their reserve by adopting an impersonal attitude towards the public and consequently have little emotional depth in this relationship. Unlike teachers who have to adapt to many human compromises and remain adaptable in the face of many emotional problems and pressures, librarians need to be more methodical, exact and even obsessional in their work. All these factors could indicate the librarians' difficulty in and unwillingness to become involved in interpersonal relationships with library users.

As librarians are experimental, it could be supposed that they are flexible in behaviour and willing to experiment with new ideas. However, it is probably an intellectual flexibility rather than a behavioural one, since the predominance of reserved, aloof, and sensitive qualities may prevent actual experimental and flexible behaviour. That is, change may not be quickly accepted by librarians or even when imposed by administrators, opposition or criticism on the part of librarians may be expected to occur.

On the basis of sex differentiation it was found that female librarians as a group are significantly more aloof and reserved than the male librarians, and that the males are significantly more unpretentious, simple and natural. A less marked difference suggests that although the females are a sensitive and aesthetic group, the males tend to be even more so inclined and to be effeminate in nature. Consequently, it may be expected that males will tend to be patient,

sympathetic librarians, or refugees from more competitive, stressful or tension arousing occupations (Clayton, 1970). If future selections of male librarians should lean to them being more aggressive and less feminine, it is to be hoped that they will remain sensitive to the public's demands whilst being more sociable and outgoing.

Investigation of academic, public, school, and special groups of librarians revealed that as well as possessing in common the factors of A,B,I,Q1,Q2, M or G, there were some differentiating characteristics in relation to sex, institutions and age. The academic librarians tended to be easily annoyed, dissatisfied or frustrated, silent and uncommunicative, shy, timid and withdrawn (as well as being aloof and reserved), and unreliable and unrealistic (as well as casual and less dependable). Male academic librarians were significantly more sociable and co-operative, but tended to be more casual and less dependable than the females.

Although the academic librarians, and the young inexperienced and experienced librarians, aged 30 years and less, possessed an average concern or conventional approach to practical matters (M), they tended to be casual and less dependable (G) than the other groups. Cattell (1957) depicts this as the regard for moral standards, indicative of self-control rather than emotional behaviour. The other groups of librarians who are less concerned and conventional, perhaps feel unaccepted but unconcerned since they are fairly self-

sufficient persons. However, if they make group suggestions and are rejected they may express more dissatisfaction.

The public librarians were also unpretentious, simple and natural but confident, self-secure, cheerful persons. Male public librarians rated themselves more highly than the females as significantly more self-sufficient, resourceful and emotionally mature persons who are less concerned and conventional about practical matters but who also tend to be less prone to manipulating behaviour and 'covering up'.

As well as exhibiting the basic profile, school librarians also tend to be susceptible to irritation by the social and material environment, uncommunicative, withdrawn and excitable. If these frustrations and intolerances are not solved, then adapting to the pressures of a school environment may be expected to be difficult for school librarians.

Together with the basic factors, special librarians see themselves as outgoing and communicative, socially alert and sophisticated, and fairly confident and composed. This modified picture of the library group may be due to a small sample of individual people or to a predominance of female librarians. Probably it is a 'public service attitude' that is expressed since they need to adequately cope with the specific requirements of their institutions and administrators' demands.

Young librarians, aged 30 years and less, and inexperienced in librarianship who possess the basic profile, also tend to be timid, shy and withdrawn, and relatively unsure of themselves. Inexperience, youth, uncertainty about library procedures and future careers could account for these characteristics. Although it appears from this small sample and the basic profile for all groups of librarians in different institutions that library work attracts a certain type of individual who may not be significantly changed in the process of professional experience or by the type of institution, the transitional trends that occur with age and increased experience might be demonstrated by a longitudinal study. Comparing the results from the two groups of librarians, (b) and (c), it might be inferred that older librarians become more serious and uncommunicative but adopt greater self-control, foresight and socially acceptable responses. As they appear to be significantly less concerned or conventional about practical matters, perhaps they become both more rigid and more mature in their behaviour.

Differentiating between sexes, it was found that older female librarians are significantly more aloof and serious than the males, whilst older male librarians tend to react more enthusiastically and verbally, more naturally and forthrightly, and more composed than the older female librarians. These characteristics probably add stability and dignity to the library profession which the young

librarians as yet have not developed.

As Law (1969) considered that the librarians of the future will need to be more extraverted to sell his library services and to deal with more people, can these Tasmanian librarians who are generally aloof, reserved, introverted, and who prefer working alone rather than dealing with people, meet the future demands of libraries? Training in an Arts Degree coupled with an interest in dealing with people and books may not be sufficient qualities for dealing effectively with audio-visual material and computers. Probably only librarians can adequately answer the question - will the present library personality cope with the future library? If the answer is no, it is appropriate to select the potentially desirable personality at the commencement of careers as a certain occupational personality across institutions and within departments appears to exist. At least there is a specific profile which persists and is common to librarians even if it cannot be termed an occupational personality.

From the personality results of reader services and technical services librarians in Chapter III, a similar profile to that of the previous groups of librarians was

evident. Librarians of both services are of above average intelligence, experimenting, critical, self-sufficient, resourceful, resolute persons, and are sensitive, effeminate and aesthetically inclined. Both groups are also aloof and reserved, casual and less dependable, but reader services librarians tend to be less attentive to or conventional in practical matters although possessing more self-confidence.

On the basis of statistical differences reader services librarians are significantly more communicative and enthusiastic, and more ready to analyse and experiment, whereas the technical services librarians appear to be less open and amenable to outside opinion and direction. Although both groups tend to be more introverted than the normal population, statistical analysis of the extraversion - introversion scale on the EPI showed no significant difference.

Differentiation by age and experience showed that younger reader services librarians tend to be more communicative or talkative, expressive and enthusiastic than young technical services librarians. However, young technical services librarians tend to be slightly more neurotic than the normal population.

On the other hand, it was found surprisingly, that older reader services librarians are significantly more aloof and reserved than the older technical services librarians who in turn are more silent, serious, and uncommunicative. Because of reader services librarians' role within a library they cannot remain as uncommunicative as technical services librarians but

they can at least remain aloof and impersonal.

Sex differences on these groups were not appropriate but a comparison of female librarians showed that female technical services librarians are significantly more silent and uncommunicative, self-sufficient, resourceful and resolute, but tend to be less critical and experimental than female reader services librarians. Both female groups are slightly more neurotic than the normal population.

Reference librarians, and cataloguers and bibliographic checkers exhibit a similar personality profile to other librarians in that they are both of above average intelligence, self-sufficient, resourceful, resolute persons who are aloof, reserved, casual and less dependable. Reference librarians, however, tend to be critical and experimental and inclined to possess more self-confidence, whereas cataloguers and bibliographic checkers tend to be shy, withdrawn, unsure of themselves, emotionally unstable, and slightly more neurotic than the normal population. Cataloguers and bibliographic checkers are significantly more silent, serious and uncommunicative than reference librarians, and they tend to be less sensitive, effeminate and aesthetically inclined than reference librarians. Statistical analysis of the extraversion - introversion scale showed no significant difference. Comparison of the above female categories produced the same significant results as for the previous two groups.

In studying the functional roles of technical services and reader services librarians, and of reference librarians and

cataloguers, this research should, through the type of measurement used, have at least dispelled the image of reference librarians as extraverted and cataloguers as introverted people. Both personality and environment must account for the facts that generally, technical services staff and cataloguers - especially older technical services librarians, female technical services librarians and female cataloguers - are significantly more silent, serious, and uncommunicative than reader services staff and reference librarians.

As reference librarians and not cataloguers tend to be critical and experimental, the same argument that was used in the library group section can be applied here. If they are intellectually flexible but emotionally inflexible to people's demands they may not be suited to interpersonal relations. Aloofness and reserved qualities may force the public to consider that reference librarians are not approachable, and even if these librarians are willing and anxious to help, the public may not view them as appropriately and effectively conveying the aims and ideals of librarianship and reference work (Katz, 1969).

Limitations of the Present Study and Suggestions for further Research

The design of this study could perhaps have been of more use, especially in evaluation of reader services and technical services librarians, had a more objective measure

of personality and extraversion - introversion been taken and correlated with results. Assessment of actual behaviour in a library could not, realistically, have been over a long enough period of observation to obtain a representative sample of each librarian's behaviour. As there was no means of watching the subjects undetected, or obtaining representative ratings by administrators or immediate supervisors, this form of assessment with its possible personal biases could not be implemented. Certainly, a reliable estimate of working behaviour, correlated with test results, needs to occur in the future before these results can be fully accepted.

Was the choice of tests a suitable one? Here again, the design was influenced greatly by previous training and circumstances. The author could have selected a lengthy test battery but librarians had a limited time to complete any research material. The 16 PF and EPI were considered the most suitable and comprehensive measures instead of several tests of longer duration. Incorporated into the EPI is a Lie Scale which is supposed to identify individuals 'faking good' or showing 'desirable response sets'. Since many librarians had high L scores, especially the reader services librarians, the E and N scores results should still be questioned. High L scale subjects were not eliminated and the tendency of these librarians to appear more desirable is in itself of interest diagnostically.

The value of the EPI's extraversion - introversion dichotomy was probably not precise and detailed enough to discriminate sufficiently between the dimensions of introversion. Fortunately, the use of the 16 PF was able to distinguish what factors of behaviour are incorporated into the introversion dimension, e.g. although technical services and reader services librarians were both reserved, aloof and somewhat introverted, silence and uncommunicativeness could not have been measured by the EPI.

Recent research by Stanton (1972) was discovered after these test materials had been selected and administered, but since it could have direct bearing on future personality research, and could be applied successfully, the study shall be briefly mentioned. Stanton compared the self-report inventory with the self-rating scale, as Combs and Snygg (1959) believed that if a person thinks he is highly anxious, his behaviour is likely to reflect this personality trait. When the self-report rating scale approach, e.g. rating 1 - 10 on reserved versus outgoing, was compared to the personality measurement of the self-report inventory, the former emerged as the more reliable measure. Thus the advantage of using a self-report rating scale is considerable in saving time, easier to construct, quicker to administer, and quicker to score. It appears that the personality factors covered could have been more easily investigated than using the lengthy 16 PF and EPI.

Those who completed the tests volunteered to do so, and

represented a large percentage of the total qualified library population. Unfortunately, partly qualified librarians were not included somewhat biasing the sample and restricting the interpretation of the results to only the postulated sample.

As the concept of cultural stereotypes and national character has been postulated by many sociologists, the delineation of these differences were not investigated despite the fact that over a third of librarians were born outside of Australia.

SUMMARY

CHAPTER V

SUMMARY

The rapid growth of librarianship in Australia has increased the demand for highly skilled and personally suited librarians who can successfully contribute to the profession. In an attempt to evaluate what sort of person is at present in librarianship, and what librarians are attracted to different library institutions and to different library functions, this study investigated the personality and demographic factors of qualified Tasmanian librarians, according to sex and institution, and further studied the personality of reader services and technical services librarians. Consequently, the construction of a profile of the personality characteristics of librarians enables conclusions to be drawn as to whether Tasmanian librarians are best suited to assume the responsibility for future librarianship developments.

Ninety five qualified librarians employed at the academic, public, school and special institutions were tested during May to July, 1973. The tests administered were the 16 PF - Form A, the EPI - Form A, and an Information Sheet.

Comparative and descriptive analysis of demographic results between institutions and sex was made. Further analyses of the total sample of personality characteristics, institutional and sex differences eventuated. Also, personality functioning of reader services and technical services librarians, especially extraversion and introversion factors, were analysed. In most cases, speculative consideration was

given to the suitability of personality functioning in relation to present library responsibilities.

Analysis of the results revealed that librarians may not be completely suited to effectively undertake interpersonal relationships, future librarianship and specialized library science. It was concluded that: (1) Half the female librarians are relatively young; the majority of librarians live in Hobart and the surrounding suburbs, especially the southern Hobart area; the majority are of Australian and British nationality; over half the librarians are married; the female librarians tend to receive lower salaries; most librarians possess B.A. degrees; a third of librarians in all institutions have obtained their qualifications since 1970; and there has been a considerable growth of librarianship in Tasmania. (2) Generally, librarians are of above average intelligence, experimenting, critical self-sufficient, resourceful, resolute persons. They tend to be neither unduly attentive to nor conventional in practical matters, but to be a sensitive, effeminate, aesthetically inclined group. They tend to be aloof and reserved persons who prefer working alone rather than dealing with people. As a group, librarians tend also to be casual and less dependable. (3) Although both reader services and technical services librarians exhibit the above qualities, reader services librarians tend to be less attentive to or conventional in practical matters but possessing more self-confidence. (4) Technical services staff, especially older technical services librarians,

female technical services librarians and female cataloguers, are more silent, serious, and uncommunicative than reader services staff. (5) Results generally concur with previous studies of the librarian and at least dispel the image that reference librarians are extroverted and cataloguers are introverted.

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APPENDICES

Appendix A

Summary of scores for the total sample
of qualified librarians on the 16PF -
Form A (n=95)

Factors	\bar{X} sten scores	s.d.
A	4.75	1.73
B	8.56	1.28
C	5.07	1.84
E	5.57	1.87
F	5.22	2.17
G	4.83	1.96
H	5.13	2.06
I	6.33	2.15
L	5.35	2.07
M	6.50	1.70
N	5.29	2.21
O	5.05	2.00
Q1	6.75	1.88
Q2	7.18	1.85
Q3	5.29	2.04
Q4	5.42	1.90

Appendix B

Summary of scores for male and female qualified librarians on the 16 PF - Form A (n=95)

Factors	Males (n=25)		Females (n=90)		\bar{X} diff.	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	5.40	1.90	4.51	1.61	0.89	2.2351
B	8.56	1.47	8.56	1.20	.0	.0
C	5.44	2.06	4.94	1.74	0.50	1.1600
E	5.60	2.00	5.56	1.83	0.04	0.0905
F	5.40	1.77	5.16	2.30	0.24	0.4690
G	4.56	1.65	4.93	2.06	0.37	0.8014
H	5.48	2.02	5.00	2.06	0.48	0.9946
I	7.00	2.04	6.09	2.14	0.91	1.8280
L	4.96	1.73	5.49	2.16	0.53	1.0948
M	6.48	2.16	6.03	1.49	0.45	1.1292
N	4.40	2.28	5.61	2.09	1.21	2.3994
O	4.76	2.32	5.16	1.86	0.40	0.8531
Q1	6.68	1.91	6.77	1.87	0.09	0.2032
Q2	7.56	1.65	7.04	1.90	0.52	1.2018
Q3	5.64	1.69	5.17	2.30	0.47	0.9864
Q4	5.12	2.18	5.53	1.78	0.41	0.9195

Appendix C

Summary of scores for total sample of qualified
academic, public, school and special librarians
on the 16 PF - Form A (n=95)

Factors	Academic \bar{X} (n=31)	Public \bar{X} (n=36)	School \bar{X} (n=18)	Special \bar{X} (n=10)	F value	Level of sig.*
A	4.77	4.86	4.61	4.50	0.1528	$P > 0.05$
B	8.52	8.60	8.78	8.30	0.3133	"
C	4.84	5.44	4.72	5.10	0.8599	"
E	5.65	5.64	5.17	5.80	0.3500	"
F	4.58	5.72	4.83	6.10	1.9810	"
G	4.58	5.11	5.28	3.80	1.6585	"
H	4.90	5.36	4.72	5.70	0.7536	"
I	6.16	6.19	6.94	6.20	0.5995	"
L	5.71	5.31	5.50	4.10	1.5745	"
M	5.74	6.17	6.72	6.20	1.2120	"
N	5.55	4.88	5.17	6.20	1.1180	"
O	5.10	4.92	5.39	4.80	0.2732	"
Q1	6.50	6.64	6.72	7.80	1.1959	"
Q2	7.26	7.08	7.00	7.60	0.2696	"
Q3	4.97	5.55	5.11	5.70	0.6301	"
Q4	5.55	5.05	6.22	4.90	1.8355	"

* F (0.05) for 3 and 91 degrees of freedom = 2.76

Appendix D

Summary of scores for academic librarians
on the 16 PF - Form A (n=31)

Factors	\bar{X} sten scores	s.d.
A	4.77	1.72
B	8.52	1.27
C	4.84	1.53
E	5.65	1.94
F	4.58	1.96
G	4.58	1.85
H	4.90	1.73
I	6.16	2.45
L	5.71	2.23
M	5.74	2.01
N	5.55	2.50
O	5.10	1.82
Q1	6.55	1.97
Q2	7.26	1.81
Q3	4.97	1.89
Q4	5.55	1.41

Appendix E

Summary of scores for male and female academic librarians on the 16 PF - Form A (n=31)

Factors	Males (n=8)		Females (n=23)		\bar{X} diff.	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	6.38	1.22	4.22	1.50	2.16	3.5520
B	8.75	0.97	8.44	1.35	0.31	0.5784
C	4.63	0.99	4.91	1.67	0.28	0.4330
E	6.38	2.12	5.39	1.81	0.99	1.2312
F	5.13	0.60	4.39	2.22	0.74	0.9006
G	3.63	1.11	4.91	1.93	1.28	1.7181
H	5.75	1.20	4.61	1.79	1.14	1.6202
I	7.25	1.56	5.78	2.59	1.47	1.4631
L	5.38	2.00	5.83	2.30	0.45	0.4762
M	5.50	2.50	5.87	1.65	0.37	0.4574
N	4.50	2.45	5.91	2.41	1.41	1.3727
O	4.25	2.38	5.39	1.47	1.14	1.5343
Q1	6.50	1.73	6.57	2.04	0.07	0.0840
Q2	6.63	1.58	7.48	1.84	0.85	1.1275
Q3	4.25	1.20	5.22	2.02	0.97	1.2398
Q4	5.88	1.17	5.44	1.47	0.44	0.7412

Appendix F

Summary of scores for public librarians on the
16 PF Form A (n=36)

Factors	\bar{X} sten scores	s.d.
A	4.86	1.70
B	8.56	1.23
C	5.44	2.14
E	5.64	1.83
F	5.72	2.26
G	5.11	1.85
H	5.36	2.19
I	6.19	2.11
L	5.31	2.01
M	6.17	2.03
N	4.89	2.16
O	4.92	2.14
Q1	6.64	1.90
Q2	7.08	2.05
Q3	5.56	2.27
Q4	5.06	2.31

Appendix G

Summary of scores for male and female public librarians on the 16PF - Form A (n=36)

Factors	Males (n=13)		Females (n=23)		\bar{X} diff.	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	4.85	2.14	4.87	1.39	0.02	0.0330
B	8.46	1.50	8.61	1.05	0.15	0.3411
C	6.31	1.98	4.96	1.88	1.35	1.9725
E	5.62	1.64	5.65	1.92	0.03	0.0461
F	5.15	2.11	6.04	2.27	0.89	1.1262
G	5.23	1.67	5.04	1.94	0.19	0.2881
H	5.62	2.17	5.22	2.19	0.40	0.5132
I	6.46	2.17	6.04	2.05	0.42	0.5617
L	5.08	1.33	5.43	2.30	0.35	0.4890
M	7.08	1.86	5.65	1.95	1.43	2.0882
N	4.08	2.20	5.35	1.99	1.27	1.7197
O	4.85	2.29	4.96	2.05	0.11	0.1440
Q1	6.69	2.05	6.61	1.81	0.08	0.1179
Q2	8.31	1.38	6.39	2.04	1.92	2.9394
Q3	6.23	1.42	5.17	2.55	1.06	1.3436
Q4	4.46	2.44	5.39	2.16	0.93	1.1499

Appendix H

Summary of scores for the total sample of school librarians on the 16 PF - Form A (n=18)

Factors	\bar{X} sten scores	s.d.
A	4.61	2.16
B	8.78	1.39
C	4.72	2.09
E	5.17	2.09
F	4.83	2.61
G	5.28	2.06
H	4.72	2.67
I	6.94	2.36
L	5.50	1.80
M	6.72	1.69
N	5.17	1.99
O	5.39	1.48
Q1	6.72	2.31
Q2	7.00	1.73
Q3	5.11	1.97
Q4	6.22	1.13

Appendix I

Summary of scores for the total sample of
special librarians on the 16PF - Form A (n=10)

Factors	\bar{X} sten scores	s.d.
A	4.5	0.67
B	8.3	2.90
C	5.1	0.46
E	5.8	1.17
F	6.1	0.95
G	3.8	2.04
H	5.7	0.30
I	6.2	1.24
L	4.1	1.70
M	6.2	2.34
N	6.2	1.12
O	4.8	2.66
Q1	7.8	1.50
Q2	7.6	1.28
Q3	5.7	1.42
Q4	4.9	3.05

Appendix J

Summary of scores for young librarians with experience in librarianship, aged 30 years and less on the 16 PF-Form A (n=12)

Factors	\bar{X} sten scores	s.d.
A	4.92	2.17
B	9.33	0.79
C	5.08	2.03
E	5.83	2.04
F	5.92	1.97
G	4.00	1.08
H	4.75	1.83
I	6.17	1.81
L	5.58	1.45
M	6.00	1.92
N	5.08	2.11
O	5.75	1.42
Q1	6.50	1.98
Q2	7.08	1.40
Q3	3.83	1.41
Q4	6.00	1.73

Appendix K

Summary of scores for young librarians, with experience in librarianship, aged 30 years and less, and older librarians with experience in librarianship, aged 31 years and more, on the 16 PF - Form A (n=77)

Factors	Younger Lib. (n=30)		Older Lib. (n=47)		\bar{X} diff.	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	5.00	1.61	4.51	1.66	0.49	1.2613
B	8.30	1.10	8.60	1.36	0.30	1.0017
C	4.83	1.85	5.21	1.81	0.38	0.8790
E	5.47	1.86	5.57	1.90	0.10	0.2241
F	6.07	2.37	4.43	1.90	1.64	3.3051
G	4.53	2.11	5.23	1.84	0.70	1.5165
H	5.13	2.17	5.02	2.01	0.11	0.2240
I	6.23	2.20	6.49	2.24	0.26	0.4936
L	4.77	2.01	5.53	2.17	0.76	1.5218
M	5.40	1.60	6.49	1.97	1.09	2.5092
N	5.37	2.23	5.30	2.25	0.07	0.1319
O	5.03	1.91	5.00	2.09	0.03	0.0627
Q1	6.50	1.96	6.85	1.83	0.35	0.7855
Q2	7.07	2.13	7.38	1.79	0.31	0.6785
Q3	5.10	1.99	5.96	1.70	0.86	1.9972
Q4	5.57	1.86	5.15	1.87	0.42	0.9504

Appendix L

Summary of scores for male and female librarians,
aged 31 years +, with experience in librarianship
on the 16 PF - Form A (n=47)

Factors	Males (n=17)		Females (n=30)		\bar{X} diff.	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	5.24	1.70	4.10	1.49	1.14	2.3418
B	8.77	1.44	8.50	1.31	0.27	0.6406
C	5.88	1.97	4.83	1.59	1.05	1.9484
E	5.71	1.99	5.50	1.84	0.21	0.3571
F	5.06	1.87	4.07	1.82	0.99	1.7359
G	5.24	1.39	5.23	2.04	0.01	0.0176
H	5.18	1.98	4.93	2.02	0.25	0.4018
I	6.88	2.27	6.27	2.19	0.61	0.8860
L	4.88	1.60	5.90	2.36	1.02	1.5532
M	6.88	1.94	6.27	1.95	0.61	1.0101
N	4.47	1.97	5.77	2.26	1.30	1.9403
O	4.59	2.28	5.23	1.94	0.64	0.9969
Q1	7.18	1.89	6.67	1.78	0.51	0.9030
Q2	7.59	1.65	7.27	1.86	0.32	0.5772
Q3	6.18	1.58	5.83	1.75	0.35	0.6673
Q4	4.53	1.85	5.50	1.78	0.97	1.7315

Appendix M

Summary of scores for reader services and technical services librarians on the 16 PF - Form A (n=60)

Factors	RS. Librarians (n=33)		TS. Librarians (n=27)		\bar{X} diff.	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	4.55	1.62	4.89	1.49	0.34	0.8242
B	8.55	1.31	8.15	2.67	0.40	0.7438
C	5.18	1.78	5.00	2.14	0.18	0.3497
E	5.61	1.67	5.15	2.07	0.46	0.9367
F	5.97	1.98	4.33	1.72	1.64	3.3272
G	4.49	1.84	5.00	1.85	0.51	1.0477
H	5.39	1.92	5.04	1.97	0.35	0.6827
I	6.55	1.67	6.04	2.30	0.51	0.9766
L	5.46	2.27	5.59	2.02	0.13	0.2279
M	6.18	1.55	5.93	2.37	0.25	0.4828
N	5.15	2.22	5.63	2.41	0.48	0.7882
O	4.70	1.75	5.30	1.80	0.60	1.2823
Q1	7.18	1.73	6.04	1.88	1.14	2.4010
Q2	6.61	1.84	7.52	1.71	0.91	1.9341
Q3	5.09	2.01	5.07	1.91	0.02	0.0386
Q4	5.52	1.62	5.63	2.25	0.11	0.2160

Appendix N

Summary of scores for young reader services and technical services librarians aged 30 years and less with experience in librarianship on the 16 PF - Form A (n=24)

Factors	Young RS.Libs. (n=16)		Young TS.Libs. (n=8)		\bar{X} diff	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	5.25	1.68	4.50	1.80	0.75	0.9636
B	8.06	1.05	8.25	1.48	0.19	0.3471
C	5.31	1.80	4.50	1.73	0.81	1.0078
E	5.88	1.68	4.63	1.85	1.25	1.5897
F	6.44	2.11	4.88	1.75	1.56	1.7270
G	4.50	2.21	4.00	1.94	0.50	0.5206
H	5.63	1.88	4.50	1.94	1.13	1.3149
I	6.94	1.51	5.75	2.33	1.19	1.4419
L	5.19	2.57	4.50	1.73	0.69	0.6565
M	5.88	1.82	5.75	1.85	0.13	0.1571
N	5.00	2.50	5.63	2.22	0.63	0.5779
O	4.88	1.85	5.50	1.58	0.62	0.7768
Q1	7.00	1.94	5.75	1.85	1.25	1.4468
Q2	6.50	2.06	7.75	2.05	1.25	1.3438
Q3	5.25	2.14	4.50	2.45	0.75	0.7377
Q4	5.63	1.82	6.13	1.95	0.50	0.5930

Appendix O

Summary of scores for older reader services and technical services librarians aged 31 years and over with experience in librarianship on the 16 PF - Form A (n=26)

Factors	Older RS.Libs. (n=11)		Older TS.Libs. (n=15)		\bar{X} diff.	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	3.82	1.02	5.00	1.55	1.18	2.1136
B	8.55	1.47	8.40	1.20	0.15	0.2748
C	5.09	1.09	5.40	1.96	0.31	0.4550
E	5.00	1.35	5.40	2.03	0.40	0.5456
F	5.27	1.07	3.87	1.74	1.40	2.2687
G	4.91	1.24	5.73	2.30	0.82	1.0314
H	5.45	1.98	5.47	1.99	0.02	0.0244
I	6.00	2.00	6.47	2.11	0.47	0.5511
L	5.82	1.89	6.20	2.14	0.38	0.4513
M	6.45	1.10	6.20	2.48	0.25	0.3003
N	5.64	1.91	5.67	2.40	0.03	0.0329
O	3.91	1.56	4.87	1.81	0.96	1.3598
Q1	7.45	1.33	6.40	1.85	1.05	1.5400
Q2	6.55	1.54	7.40	1.71	0.85	1.2542
Q3	5.82	1.64	5.60	1.99	0.22	0.2878
Q4	5.27	1.15	5.13	2.42	0.14	0.1708

Appendix P

Summary of scores for female reader services and technical services librarians on the 16 PF - Form A (n=48)

Factors	Female RS. (n=29) \bar{X} s.d.	Female TS. (n=19) \bar{X} s.d.	\bar{X} diff.	t value
A	4.31 1.58	4.68 1.00	0.37	0.8894
B	8.62 1.35	7.90 2.98	0.72	1.1115
C	5.10 1.74	5.11 1.89	0.01	0.0184
E	5.52 1.61	5.05 1.99	0.47	0.8806
F	5.97 2.01	3.90 1.71	2.07	3.6195
G	4.79 1.73	5.26 2.00	0.47	0.8465
H	5.28 1.86	4.68 1.98	0.60	1.0428
I	6.38 1.59	5.90 2.61	0.48	0.7747
L	5.41 2.25	5.79 2.26	0.38	0.5592
M	6.10 1.61	6.00 2.25	0.10	0.1755
N	5.52 1.98	5.95 2.48	0.43	0.6507
O	5.00 1.60	5.26 1.65	0.26	0.5324
Q1	7.14 1.76	6.21 1.96	0.93	1.6748
Q2	6.41 1.87	7.74 1.65	1.33	2.4698
Q3	5.14 2.11	5.21 1.92	0.07	0.1140
Q4	5.52 1.59	5.68 2.00	0.16	0.3009

Appendix Q

Summary of scores for reference librarians and for cataloguers and bibliographic checkers on the 16 PF - Form A (n=36)

Factors	Ref. Librarians (n=17)		Cataloguers (n=19)		\bar{X} diff.	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	4.71	2.27	4.95	1.62	0.24	0.3575
B	8.06	1.21	8.26	1.33	0.20	0.4567
C	5.47	1.54	4.95	2.01	0.52	0.8394
E	5.82	1.79	5.42	1.76	0.40	0.6563
F	5.71	1.74	4.37	1.93	1.34	2.1169
G	4.94	1.86	4.47	2.11	0.47	0.6855
H	5.29	1.99	4.84	1.98	0.45	0.6600
I	6.88	1.57	5.53	2.37	1.35	1.9341
L	5.35	2.52	6.05	2.01	0.70	0.8995
M	5.77	1.35	5.95	2.67	0.18	0.2437
N	5.12	2.56	5.53	2.21	0.41	0.5011
O	4.71	1.64	5.42	1.82	0.71	1.1897
Q1	6.59	1.82	5.89	1.97	0.70	1.0721
Q2	6.71	1.81	7.58	1.85	0.87	1.3829
Q3	5.41	1.85	4.89	2.38	0.52	0.7054
Q4	5.29	1.81	5.89	2.29	0.60	0.8408

Appendix R

Summary of scores for female reference librarians
and for female cataloguers and bibliographic checkers
on the 16 PF - Form A (n=27)

Factors	Female Ref. L. (n=14)		Female Cat. (n=13)		\bar{X} diff.	t value
	\bar{X}	s.d.	\bar{X}	s.d.		
A	4.36	2.35	4.62	0.88	0.26	0.3600
B	8.14	1.30	8.15	1.10	0.01	0.0208
C	5.36	1.34	4.77	1.97	0.59	0.8810
E	5.50	1.80	5.46	1.82	0.04	0.0552
F	5.57	1.68	3.77	1.89	1.80	2.5203
G	5.57	1.35	4.46	2.37	1.11	1.4515
H	4.86	1.85	4.08	1.86	0.78	1.0506
I	6.71	1.39	5.08	2.62	1.63	1.9622
L	5.36	2.50	6.54	2.10	1.18	1.2728
M	5.50	1.30	6.15	2.48	0.65	0.8290
N	5.64	2.29	5.85	2.11	0.21	0.2379
O	5.07	1.53	5.54	1.65	0.47	0.7390
Q1	6.50	1.88	6.00	2.11	0.50	0.6264
Q2	6.43	1.84	7.69	1.86	1.26	1.7018
Q3	5.50	1.99	4.85	2.54	0.65	0.7149
Q4	5.29	1.75	6.23	1.97	0.94	1.2631

Appendix S

Bipolar descriptions of source traits on the
16 PF - Factors A through to Q3

Factors	High Score	versus	Low Score
A	Warm, Sociable (Cyclothymia)		Aloof, Cold (Schizothymia)
B	Bright, Intelligent (High "g")		Dull, Low Capacity (Low "g")
C	Mature, Calm (High Ego Strength)		Emotional, Unstable (Low Ego Strength)
E	Dominant, Agressive (Dominance)		Submissive, Mild (Submissiveness)
F	Enthusiastic, Talkative (Surgency)		Glum, Silent (Desurgency)
G	Conscientious, Persistent (High Super Ego Strength)		Casual, Undependable (Low Super Ego Strength)
H	Adventurous, "Thick Skinned" (Parmia)		Timid, Shy (Threctia)
I	Sensitive, Effeminate (Premsia)		Tough, Realistic (Harria)
L	Suspecting, Jealous (Protension)		Trustful, Adaptable (Inner Relaxation)
M	Bohemian, Unconcerned (Alaxia)		Conventional, Practical (Praxernia)
N	Sophisticated, Polished (Shrewdness)		Simple, Awkward (Naiveté)
O	Insecure, Anxious (Timidity)		Confident Unshakable (Confidence)
Q1	Experimenting, Critical (Radicalism)		Conservative, Accepting (Conservatism)
Q2	Self-Sufficient, Resourceful (Self-Sufficiency)		Dependent, Imitative (Group Dependence)
Q3	Controlled, Exact (Self Sentiment Control)		Lax, Unsure (Low Integration)
Q4	Tense, Excitable (High Ergic Tension)		Phlegmatic, Composed (Low Ergic Tension)

Appendix T

INFORMATION SHEET

Please complete the following questions by ticking (✓) the appropriate areas and by supplying the necessary information where required.

Your participation in completing the information sheet is earnestly requested so that reliable conclusions can be drawn.

Please accept my thanks for your co-operation.

1. In what type of institution do you work?

Academic - University

☐

- T.C.A.E.

☐

Public or State Library

☐

School

☐

Other, please state.....

2. Are you the only professionally qualified librarian in your library?

YES

☒

NO

☐

3(a) Can your job be classified as dealing exclusively, or almost exclusively, with just one of the following; EITHER overall library administration,

OR reader services work (eg. reference, circulation, reader assistance, etc.)

OR technical services work (e.g. book selection, book ordering, cataloguing, etc.)?

YES

☐

NO

☐

Appendix T
(Cont.)

3(b) If YES, tick the appropriate box:

Overall library administration

☐

Reader Services

☐

Technical Services

☐

3(c) If NO, please estimate the proportion of your working time which is taken up by these three (3) aspects of library work?

Overall library administration.....%

Reader Services%

Technical Services%

3(d) If you consider that your job entails duties which are exclusively, or almost exclusively, outside these three (3) aspects of library work, briefly describe the nature of your job.

.....
.....
.....

4. What is the exact title of your present position? (e.g. head librarian, assistant reference librarian, cataloguer). If your position does not have a precise descriptive title, please devise one.

.....

5. Sex:

Male

☐

Female

☐

6. Age:

25 or less

☐

46 to 50

☐

26 to 30

☐

51 to 55

☐

31 to 35

☐

56 to 60

☐

36 to 40

☐

61 and over.

☐

41 to 45

☐

7. The name of the town and suburb in which you live.

(a) Town.....

(b) Suburb... ..

Appendix T
(Cont.)

8. Present salary:	below	\$4000	<input type="text"/>	\$7000-7999	<input type="text"/>
	\$4000	-	4999	\$8000-8999	<input type="text"/>
	\$5000	-	5999	\$9000-9999	<input type="text"/>
	\$6000	-	69999	\$10,000 or more	<input type="text"/>

9. Nationality

10. Marital status:	Single	<input type="text"/>	Married	<input type="text"/>
	Widowed	<input type="text"/>	Divorced	<input type="text"/>
			Separated	<input type="text"/>

11. Number of children

12. Education and qualifications:

Please list all academic and professional qualifications held, indicate the year in which the qualification was completed, the awarding institution, and whether or not the qualification was obtained by full-time or part-time study.

Qualifications	Year completed	Awarding Institution	P/T	F/T
.....
.....
.....
.....
.....

13. If you are presently enrolled for academic or professional studies, please indicate the following.

Qualification	Year expected to complete	Awarding Institution	P/T	F/T
.....
.....
.....

14. For approximately how long did you work as an
unqualified librarian?
.....years.
15. For approximately how long have you worked as a fully
professionally qualified librarian?.....years.
16. For approximately how long have you held your present
position?mths/years.
17. Please describe your work experiences as a qualified
and/or unqualified librarian, up to and including
your present position.

Type of Library	Title of position	Length of stay in position	No of people supervised (approx.)	P/T	F/
.....
.....
.....
.....
.....
.....
.....

18. All things considered, do you enjoy your present library work?

YES ☐

NO ☐

19. What elements do you like best about your present library work?

- (a)
(b)
(c)
(e)
(f)

20. What elements do you like least about your present library work?

- (a)
(b)
(c)
(d)
(e)
(f)

21. All things considered, do you think you handle well your present library work?

YES ☐

NO ☐

22. Assume that you must remain at your present level (i.e. with no promotions), would you prefer to be immediately transferred to a different type of library work?

YES ☐

NO ☐

If YES please state:

(a) Type of library

(b) Type of library work

THANK YOU.